

**Summative Report for
Grant #060-2446B-6CCC8**

**Broward Estates Elementary Schools and Parkway
Middle of Broward County**

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2015-2016 Broward Estates Elementary and Parkway Middle 21st Century Community Learning Centers Summative Evaluation

1.0 OVERVIEW AND HISTORY

The purpose of this evaluation is to report the summative 2015-2016 second year findings of the approved 21st Century Community Learning Center (21st CCLC) continuing grant for Broward Estates Elementary School and Parkway Middle School. The project is funded by a multi-year grant from the 21st CCLC Program through the Florida Department of Education, Bureau of Family and Community Outreach. The grant funding period covered in this report is from the summer of 2015 through July 31, 2016.

Agencies receiving this award are required to establish or expand 21st CCLC programs that provide at-risk students opportunities for academic enrichment, personal enrichment, and complement students' standard academic programs. The 21st CCLC program also engages adult family members of actively participating students through educational and personal development opportunities. The 21st CCLC programs provide safe environments for students during non-school hours and may have one or multiple centers/sites. Program sites may be located in schools, community facilities, and/or faith-based facilities. 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., homework assistance, reading, math, science, and technology programs), music, art, service learning, character education, physical education and recreational activities, and dropout prevention.

2.0 STUDENT CHARACTERISTICS

2.1 Student Enrollment and Attendance

Federal and state reporting requires the tracking of students in two categories: total enrolled students and regularly participating students. Total enrolled or "enrollment" in the program is categorized by student attendance of at least one day in the 21st CCLC program during the program reporting period. "Regularly participating" is categorized as student attendance of more than 30-days throughout the program reporting period. Student monthly attendance for each center was submitted electronically and aggregated for reporting by component and category.

This award was for two schools, one elementary (Broward Estates) and the other middle (Parkway). As shown in Table 1, a total of 275 students were in attendance at least one day during the project reporting period, and 150 students participated 30 or more days. Overall, 65% of the enrolled elementary students participated 30 or more days, and 49% of the enrolled middle school students participated 30 or more days. What we have found is that participating middle school students have so many extracurricular activities that draw them away after initial enrollment in the program. During the current programming year, program administration will be working to accommodate middle school student participation in 21st CCLC while also engaging students in their chosen activities.

Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2015 and School Year 2015-2016.

Site Name	Total Enrolled Attending (at least one day)				Regularly Participating Enrollment (30 days or more)			
	Summer Only	School Year Only	Both Summer AND School Year	Total	Summer Only	School Year Only	Both Summer AND School Year	Total
Broward Estates	15	64	23	102	0	45	21	66
Parkway	49	96	28	173	0	65	19	84
Total	64	160	51	275	0	110	40	150
Note. Unduplicated counts shown. Students attending/enrolled in both operation periods are only reported under Summer AND School Year. Only Summer + Only School Year + Summer AND School Year = Total.								

2.2 Student Demographics

As shown in Table 2, the percentages by gender for the regularly participating elementary students (Broward Estates) were 53% male and 47% female. Of the regularly participating middle school students (Parkway), 56% were male and 44% were female.

Table 2. Student Demographics for Total Participating Students (All Students Served) and Regularly Participating Students.

Site Name	Total Participating Students			Regularly Participating Students		
	Gender			Gender		
	Male	Female	DK*	Male	Female	DK*
Broward Estates	51	51	0	35	31	0
Parkway	92	81	0	47	37	0
Total	143	132	0	82	68	0

*DK = Don't Know.

As shown in Table 3, 18% of the enrolled elementary students (Broward Estates) were identified as Limited English Proficient (LEP), and 6% were identified as having a disability. Also, 11% of the enrolled middle students (Parkway) were identified as Limited English Proficient (LEP), and 7% were identified as having a disability. The percentage of enrolled students identified as qualifying for Free or Reduced Lunch (FRL) at the elementary school (Broward Estates) was 90% and at the middle school (Parkway) was 80%.

Table 3. Students with Special Needs: Total Participating Students.

Site Name	Limited English Proficient			Identified with Disability			Free or Reduced-Price Lunch		
	Yes	No	DK*	Yes	No	DK*	Yes	No	DK*
Broward Estates	18	84	0	6	96	0	87	10	5
Parkway	19	154	0	12	161	0	120	30	23
Total	37	238	0	18	257	0	207	40	28

*DK = Don't Know.

As shown in Table 4, 24% of the regularly participating elementary students (Broward Estates) were identified as Limited English Proficient (LEP), and 6% were identified as having a disability. Also, 5% of the regularly participating middle students (Parkway) were identified as Limited English Proficient (LEP), and 4% were identified as having a disability. The percentage of regularly participating students identified as qualifying for Free or Reduced Lunch (FRL) at the elementary school (Broward Estates) was 87%. The percentage of regularly participating students qualifying for FRL at the middle school (Parkway) was 83%.

Table 4. Students with Special Needs: Regularly Participating Students.

Site Name	Limited English Proficient			Identified with Disability			Free or Reduced-Price Lunch		
	Yes	No	Yes	Yes	No	DK*	Yes	No	DK*
Broward Estates	16	50	0	4	62	0	55	8	3
Parkway	4	80	0	3	81	0	62	13	9
Total	20	130	0	7	143	0	117	21	12

*DK = Don't Know.

As shown in Table 5, most of the enrolled elementary students (Broward Estates) were identified as Black or African American (95%), and for regularly participating students 94% were identified as Black or African American. At the middle school level (Parkway), 95% of enrolled

students were identified as Black or African American and 94% of the regularly participating students were identified as Black or African American.

Table 5. Student Race and Ethnicity: Total and Regularly Participating Students.

Site Name	Total Participating Students							Regularly Participating Students						
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Multiracial	DK	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Multiracial	DK
Broward Estates	1	1	94	1	0	2	3	1	0	59	1	0	2	3
Parkway	1	1	156	3	1	3	8	1	0	74	1	1	2	5
Total	2	2	250	4	1	5	11	2	0	133	2	1	4	8
<i>* Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.</i>														

As shown in Table 6, the distribution of enrolled students at the elementary school (Broward Estates) was 38% in grade 3, 33% in grade 4, and 28% in grade 5. The distribution of enrolled students at the middle school (Parkway) was 36% in grade 6, 30% in grade 7, and 33% in grade 8. Table 6 also shows additional 4 students were enrolled in the program outside of the scope of services to middle school students. The program was urged to refine the scope to include students within Parkway's gifted program not in the approved grade levels.

Table 6. Student Grade for Total Participating Students.

Site Name	Grade In School*													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Broward Estates	0	0	0	0	40	33	29	0	0	0	0	0	0	0
Parkway	0	0	1	0	0	2	1	61	50	55	3	0	0	0
Total	0	0	1	0	40	35	30	61	50	55	3	0	0	0
<i>* Grade levels are exclusive, as students can only be in one grade level. The total number of students where grade level is unknown are not indicated, but can be derived from this table.</i>														

As shown in Table 7, the distribution of regularly participating students at the elementary school (Broward Estates) was 36% in grade 3, 29% in grade 4, and 35% in grade 5. The distribution of

regularly participating students at the middle school (Parkway) was 37% in grade 6, 33% in grade 7, and 30% in grade 8.

Table 7. Student Grade for Regularly Participating Students.

Site Name	Grade In School*													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Broward Estates	0	0	0	0	24	19	23	0	0	0	0	0	0	0
Parkway	0	0	0	0	0	0	0	31	28	25	0	0	0	0
Total	0	0	0	0	24	19	23	31	28	25	0	0	0	0

** Grade levels are exclusive, as students can only be in one grade level. The total number of students where grade level is unknown are not indicated, but can be derived from this table.*

3.0 Program Operations

3.1 Summer Operation

Federal and state reporting guidelines require the reporting of typical operations. The 21st CCLC 2015-2016 Request for Application guidelines state that each proposed learning center is required to operate a minimum of “four days per week,” including summer. For the 2015 summer programs as shown in Table 8, the elementary program (Broward Estates) operated for 7 weeks during the summer, 5 days a week, for 8 hours per day. The middle program (Parkway) operated for 4 weeks during the summer, 5 days a week, for 4.5 hours per day.

Table 8. Summer 2015 Operation.

Site Name	Total number of weeks THIS site was open:	Typical number of days per week THIS site was open:	Typical number of hours per week THIS site was open on:		
			Weekdays	Weekday Evenings	Weekends
Broward Estates	7	5	8	0	0
Parkway	4	5	4.5	0	0

3.2 School Year-2016 Operation

Program guidance states that each elementary center must operate a minimum of 12 afterschool hours per week and each middle center must operate a minimum of 9 hours per week. Overall, as shown in Table 9 this Broward elementary school afterschool program (Broward Estates) ran 3 hours per day and 5 days per week. This Broward middle school afterschool program (Parkway) ran 3 hours per day and 4 days per week.

Table 9. School Year 2014-2015 Operation.

Site Name	Total # weeks THIS site was open	Total # days THIS site was open	Typical # days per week THIS site was open	Typical # hours per week THIS site was open				Total # days THIS site operated			
				Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends/ Holidays
Broward Estates	38	179	5	0	0	3	4	0	0	164	15
Parkway	40	153	4	0	0	3	4	0	0	138	15

4.0 Staff Characteristics

4.1 Staff Demographics

The Broward County 21st CCLC projects maintained a consistent staff while adhering to their approved budget and staff to student ratios. Based on review of project schedules, certified teachers were utilized in all academic components, as required by FLDOE, for at least one hour per day. For 2015-2016 school year, there were 13 paid staff members and no volunteers at Broward Estates Elementary School, as shown in Table 10. There were 8 paid staff members and no volunteers at Parkway Middle Schools, as shown in Table 11.

Table 10. Regular Staff by Paid and Volunteer Status. Broward Estates

Staff Type	Summer of 2015		2015-2016 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	5	0	9	0
Center administrators and coordinators	0	0	0	0
Other non-teaching school day staff	1	0	3	0
Parents	0	0	0	0
College Students	0	0	0	0
High School Students	0	0	0	0
Community Members	0	0	0	0
Subcontracted Staff	1	0	1	0
Other	0	0	0	0
Total	7	0	13	0

¹For all staff categories *except* "Other", report only staff paid with 21st CCLC funds. These categories represent the regular responsibilities of program staff during the regular school day.

Table 11. Regular Staff by Paid and Volunteer Status. Parkway

Staff Type	Summer of 2015		2015-2016 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	4	0	7	0
Center administrators and coordinators	0	0	0	0
Other non-teaching school day staff	0	0	0	0
Parents	0	0	0	0
College Students	0	0	0	0
High School Students	0	0	0	0
Community Members	0	0	0	0
Subcontracted Staff	1	0	1	0
Other	0	0	0	0
Total	5	0	8	0

¹For all staff categories *except* "Other", report only staff paid with 21st CCLC funds. These categories represent the regular responsibilities of program staff during the regular school day.

4.2 Overall Staffing

The elementary school (Broward Estates) and the middle school (Parkway) afterschool program staff received compensation solely from 21st CCLC funds. The afterschool program staff was 86% female ($n=18$) and 14% male ($n=3$). The combined staff highest degree earned was 5% Doctorate ($n=1$), 76% Masters ($n=16$), 14% Bachelors ($n=3$), and 5% Associates degree ($n=1$).

4.3 Students-to-Staff Ratio

For the summer 2015 21st CCLC average daily attendance at Broward Estates Elementary School, the student to staff ratio was 3:1 and at Parkway Middle School the average student to staff ratio was 9.8:1. For the 2015-2016 afterschool average daily attendance at Broward Estates Elementary School, the student to staff ratio was 7.3:1 and at Parkway Middle School the average student to staff ratio was 8.3:1.

4.4 Staff Training

All 21st CCLC program staff participated in an initial orientation session in July 2015 to share program outcomes and plan for the new year. In October 2015, staff participated in a 21st CCLC grant writing capacity building workshop. In February 2016, staff received professional development training on LEAPS, program outcomes, procedures, and future plans.

Administrative staff attended a FLDOE Adult Family Member Services workshop that identified best practices when working with families. In April 2016, staff was directed to attend a mandatory webinar entitled, “Engaging with Families to Support Summer Learning.”

4.5 Staff Turnover

Staff turnover during the 2015-2016 21st CCLC project year was 36% ($n=5$) at Broward Estates Elementary School and 43% ($n=3$) at Parkway Middle School.

4.6 Certified Teachers

Each of the 21st CCLC teaching staff at Broward Estates Elementary School holds a valid State of Florida Professional Educator’s Certificate. All academic instruction was provided by these 9 certified teachers at Broward Estates Elementary School.

Each of the 21st CCLC teaching staff at Parkway Middle School holds a valid State of Florida Professional Educator’s Certificate. All academic instruction was provided by 11 certified teachers at Parkway Middle School.

5.0 Objectives and Outcomes

5.1 Objectives and Activities

To assess the extent to which the approved 2015-2016 program objectives were met, the following data was collected and analyzed: monthly attendance; parent night attendance logs; parent night knowledge surveys; quarterly academic (language arts, math, and science) and conduct grades; Florida Standards Assessment score levels (language arts, math, and science); health knowledge; fitness knowledge; 21st CCLC Federal Parent, Teacher, and Student surveys.

Student activities were conducted afterschool, 3 hours per day on dates of operation. Students engaged in Project Based Learning (PBL) activities in language arts, math, and science. Additional classroom activities were conducted in the areas of: health education, nutrition, character education, social/emotional learning, and career and college readiness. Adult family member activities included information sessions on increasing parents’ understanding of their role in supporting their children’s learning at school and at home. Table 12 shows each objective, the target success criterion, and activities designed for the successful attainment of each objective.

Table 12. Objectives and Description of Activities.

Objective	Description of Activities
75% of regularly participating students will improve their English/language arts (ELA) as measured by report card grades.	Small group reading instruction for 30 minutes per day MindWorks Project Based Learning (PBL) Curriculum Drop Me off In Harlem: Harlem Renaissance
75% of regularly participating students will improve their English/language arts (ELA) as measured by state assessment (e.g. FSA).	Small group reading instruction for 30 minutes per day MindWorks Project Based Learning (PBL) Curriculum Drop Me off In Harlem: Harlem Renaissance
75% of regularly participating students will improve their mathematics as measured by report card grades.	Math Coach Curriculum Speed, Accuracy, Newton’s Law of Motion. MindWorks: Fast Forward (Plan A Mars Colony)
75% of regularly participating students will improve their mathematics as measured by state assessment (e.g. FSA).	Math Coach Curriculum MindWorks Project Based Learning (PBL) Curriculum Speed, Accuracy, Newton’s Law of Motion. MindWorks: Fast Forward (Plan A Mars Colony)
75% of regularly participating students will improve their science as measured by report card grades.	Robots vs. Humans PBL Speed, Accuracy, Newton’s Law of Motion. MindWorks: Déjà vu MindWorks: Déjà vu (Theme Park) MindWorks: Fast Forward (Plan A Mars Colony)
75% of regularly participating students will improve their science scores as measured by state assessment (e.g. FSA).	Robots vs. Humans PBL Speed, Accuracy, Newton’s Law of Motion. MindWorks: Déjà vu MindWorks: Déjà vu (Theme Park) MindWorks: Fast Forward (Plan A Mars Colony)
80% of participating students will improve their good nutrition as measured by curriculum-based assessment.	California Dairy Council – Deal Me in Afterschool Nutrition
80% of participating students will improve their application of positive character traits as measured by perceptual survey (student).	African Ancestry - The Ultimate Selfie PBL Kids Against Bullying and Violence Activities Character Counts
75% of (Middle) participating students will report their engagement in career exploration as measured by perceptual survey (student).	CTACE (Career, Technical, Adult, Community Education)
65% of participating family members will increase their knowledge (in a specified area) as measured by perceptual survey (parent).	Adult Family Member Night - Science Technology Enrichment Program

5.2 Data Collection Methods

Broward Estates Elementary School and Parkway Middle School administration signed and executed a data sharing agreement provided by 21st CCLC District Administration at the inception of the 2015-2016 school year. The data sharing agreement outlined the requirement that both centers collect monthly attendance; parent night attendance logs; parent night knowledge surveys; quarterly academic and conduct grades; and 21st CCLC Federal Parent, Teacher, and Student surveys. Personal enrichment surveys that included health, fitness, and conduct were collect online and imported into a student platform that compiled student attendance and objective assessment data.

The data collection timeline mirrored the state reporting periods of October 2015, January 2016, and May 2016. The District data coordinator worked diligently to complete data when students were newly enrolled in the program. Academic measures were updated quarterly as students enrolled in the program.

Site visitation reports were provided following each center visit to review areas in need of improvement, best practices, and attendance. Parent night knowledge surveys were provided to the evaluation team for entry and analysis of topics covered. Baseline data was reviewed for data completeness. Midyear data was analyzed to review objective assessment progress. End of year data was analyzed to ascertain achievement of the stated objectives.

The district data coordinator ensured that academic grades were recorded with accuracy. The evaluation team provided oversight of personal enrichment objective assessments through an online survey portal. Center staff recorded daily attendance via an online platform that included aligned student demographics. All data was combined to mirror required state and federal reporting. All students completed objective assessments upon entry into the program or during the first data reporting period. Adult Family Member performance data was not collected and corrective actions to monitor parent night data collection were needed to ensure this process became formalized.

5.3 Data Analysis and Results: Progress Toward and Achievement of Objectives

The state standardization process created success criterion to gauge the Broward County Public Schools 21st CCLC program's achievement. As part of this process, the 21st CCLC project

created benchmark achievement standards to rate the success of each objective. The state project benchmarks are as follows:

Stars Achieved	State System Objective Status	Federal Data Collection System Objective Status
5 Stars	<i>Meets or Exceeds Benchmark</i>	Met the stated objective
4 Stars	<i>Approaching Benchmark</i>	Did not meet, but progressed toward the stated objective
3 Stars	<i>Meaningful Progress</i>	Did not meet, but progressed toward the stated objective
2 Stars	<i>Some Progress</i>	Did not meet, but progressed toward the stated objective
1 Star	<i>Limited Progress</i>	Did not meet and no progress toward the stated objective

Goal 1: Improve Student Academic Performance

1. Objective 1: The performance objective for Language Arts was stated as follows, “By the end of the program year, 75% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.” The success criterion assigned to this objective was “maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents).”

As shown in Table 13, 83.3% of regularly participating Broward Estates students met this expectation, thus the objective was met.

Table 13. Language Arts Grades - Broward Estates 21st CCLC.

Qtr. 1 LA Grades	Qtr. 4 Language Arts Grades					Total for Qtr. 1
	A	B	C	D	F	
A	6 (11.1)	8 (14.8)	1 (1.9)	0 (0.0)	0 (0.0)	15 (27.8)
B	8 (14.8)	14 (25.9)	2 (3.7)	1 (1.9)	0 (0.0)	25 (46.3)
C	1 (1.9)	6 (11.1)	2 (3.7)	0 (0.0)	1 (1.9)	10 (18.5)
D	0 (0.0)	0 (0.0)	2 (3.7)	1 (1.9)	0 (0.0)	3 (5.6)
F	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.9)	1 (1.9)
Total for Qtr.	15 (27.8)	28 (51.9)	7 (13.0)	2 (3.7)	2 (3.7)	54 (100.0)

As shown in Table 14, 47.9% of regularly participating Parkway students met this expectation, thus the objective was met.

Table 14. Language Arts Grades - Parkway 21st CCLC.

Qtr. 1 LA Grades	Qtr. 4 Language Arts Grades					Total for Qtr. 1
	A	B	C	D	F	
A	5 (7.0)	4 (5.6)	2 (2.8)	2 (2.8)	0 (0.0)	13 (18.3)
B	5 (7.0)	15 (21.1)	10 (14.1)	5 (7.0)	0 (0.0)	35 (49.3)
C	0 (0.0)	3 (4.2)	4 (5.6)	6 (8.5)	0 (0.0)	13 (18.3)
D	0 (0.0)	0 (0.0)	1 (1.4)	6 (8.5)	0 (0.0)	7 (9.9)
F	0 (0.0)	1 (1.4)	0 (0.0)	1 (1.4)	1 (1.4)	3 (4.2)
Total for Qtr.	10 (14.1)	23 (32.4)	17 (23.9)	20 (28.2)	1 (1.4)	71 (100.0)

2. Objective 2: The performance objective for math was stated as follows, “By the end of the program year, 75% of regularly participating students will improve their English/language arts (ELA) as measured by state assessment (e.g. FSA). The success criterion assigned to this objective was “Maintain an Achievement Level 3 (satisfactory) or higher or improve from a Level 1 or Level 2 to a Level 3 or higher.”

Results for the FSA in Language arts for the elementary school students showed 15 out of 57 students (26.3%) scored a level 3 or above; thus, the success criterion for this objective (75%) was not met. Results for the FSA in Language arts for the middle school students showed 22 out of 70 students (31.4%) scored a level 3 or above; thus, the success criterion for this objective (75%) was not met.

3. Objective 3: The performance objective for math was stated as follows, “By the end of the program year, 75% regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.” The success criterion assigned to this objective was “maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents).”

As shown in Table 15, 83.0% of regularly participating Broward Estates students met this expectation, thus the objective was met.

Table 15. Math Grades - Broward Estates 21st CCLC.

Qtr. 1 Math Grades	Qtr. 4 Math Grades					Total for Qtr. 1
	A	B	C	D	F	
A	5 (9.4)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	5 (9.4)
B	9 (17.0)	12 (22.6)	0 (0.0)	0 (0.0)	0 (0.0)	21 (39.6)
C	0 (0.0)	10 (18.9)	4 (7.5)	1 (1.9)	1 (1.9)	16 (30.2)
D	1 (1.9)	2 (3.8)	5 (9.4)	1 (1.9)	1 (1.9)	10 (18.9)
F	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.9)	1 (1.9)
Total for Qtr. 4	15 (28.3)	24 (45.3)	9 (17.0)	2 (3.8)	3 (5.7)	53 (100.0)

As shown in Table 16, 47.2% of regularly participating Parkway students met this expectation, thus the objective was not met.

Table 16. Math Grades - Parkway 21st CCLC.

Qtr. 1 Math Grades	Qtr. 4 Math Grades					Total for Qtr. 1
	A	B	C	D	F	
A	6 (8.3)	3 (4.2)	1 (1.4)	0 (0.0)	0 (0.0)	10 (13.9)
B	1 (1.4)	9 (12.5)	4 (5.6)	1 (1.4)	0 (0.0)	15 (20.8)
C	0 (0.0)	5 (6.9)	9 (12.5)	4 (5.6)	1 (1.4)	19 (26.4)
D	0 (0.0)	3 (4.2)	6 (8.3)	11 (15.3)	0 (0.0)	20 (27.8)
F	0 (0.0)	1 (1.4)	0 (0.0)	4 (5.6)	3 (4.2)	8 (11.1)
Total for Qtr. 4	7 (9.7)	21 (29.2)	20 (27.8)	20 (27.8)	4 (5.6)	72 (100.0)

4. Objective 4: The performance objective for math was stated as follows, “By the end of the program year, 75% of regularly participating students will improve their mathematics as measured by state assessment (e.g. FSA). The success criterion assigned to this objective was “Maintain an Achievement Level 3 (satisfactory) or higher or improve from a Level 1 or Level 2 to a Level 3 or higher.”

Results for the FSA in math for the elementary school students showed 23 out of 56 students (41.2%) scored a level 3 or above; thus, the success criterion for this objective (75%) was not met. Results for the FSA in math for the middle school students showed 27 out of 72 students (37.5%) scored a level 3 or above; thus, the success criterion for this objective (75%) was not met.

5. Objective 5: The performance objective for science was stated as follows, “By the end of the program year, 80% of the regularly participating students will improve or maintain proficient academic performance in science or STEM skills as demonstrated by report card grades (C or better) and state assessments.”

As shown in Table 17, 88.9% of regularly participating Broward Estates students met this expectation, thus the objective was met.

Table 17. Science - Broward Estates 21st CCLC.

Qtr. 1 Science Grades	Qtr. 4 Science Grades					Total for Qtr. 1
	A	B	C	D	F	
A	16 (29.6)	13 (24.1)	1 (1.9)	0 (0.0)	0 (0.0)	30 (55.6)
B	4 (7.4)	9 (16.7)	1 (1.9)	2 (3.7)	0 (0.0)	16 (29.6)
C	1 (1.9)	5 (9.3)	1 (1.9)	0 (0.0)	0 (0.0)	7 (13.0)
D	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.9)	1 (1.9)
F	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Total for Qtr. 4	21 (38.9)	27 (50.0)	3 (5.6)	2 (3.7)	1 (1.9)	54 (100.0)

As shown in Table 18, 50.7% of regularly participating Parkway students met this expectation, thus the objective was not met.

Table 18. Science Grades - Parkway 21st CCLC.

Qtr. 1 Science Grades	Qtr. 4 Science Grades					Total for Qtr. 1
	A	B	C	D	F	
A	3 (4.1)	2 (2.7)	1 (1.4)	0 (0.0)	0 (0.0)	6 (8.2)
B	5 (6.8)	12 (16.4)	7 (9.6)	1 (1.4)	0 (0.0)	25 (34.2)
C	1 (1.4)	8 (11.0)	12 (16.4)	6 (8.2)	1 (1.4)	28 (38.4)
D	1 (1.4)	1 (1.4)	3 (4.1)	7 (9.6)	0 (0.0)	12 (16.4)
F	0 (0.0)	1 (1.4)	0 (0.0)	0 (0.0)	1 (1.4)	2 (2.7)
Total for Qtr. 4	10 (13.7)	24 (32.9)	23 (31.5)	14 (19.2)	2 (2.7)	73 (100.0)

6. Objective 6: The performance objective for science was stated as follows, “By the end of the program year, 75% of regularly participating students will improve their science scores as measured by state assessment (e.g. FSA). The success criterion assigned to this objective was “Maintain an Achievement Level 3 (satisfactory) or higher or improve from a Level 1 or Level 2 to a Level 3 or higher.”

Results for the FSA in science for the 5th grade elementary school students showed 5 out of 21 students (23.8%) scored a level 3 or above; thus, the success criterion for this objective (75%) was not met. Results for the FSA in science for the 8th grade middle school students showed 13 out of 24 students (54.2%) scored a level 3 or above; thus, the success criterion for this objective (75%) was not met.

Goal 2: Improve Awareness of Healthy Behaviors

7. Objective 7: By the end of the program year, 80% of participating students will improve their good nutrition as measured by curriculum-based assessment. The success criterion assigned to this objective was “an increase from baseline will indicate progress and identification of healthy behaviors (80%) or higher will indicate achievement.”

Post assessment scores were greater than the pre-assessment scores on nutrition for 32 of 44 elementary students; thus, 73% of students met this objective and the criterion (80%) was approached, but not met.

Post assessment scores were greater than the pre-assessment scores on nutrition for 28 of 36 middle students; thus, 78% of students met this objective and the criterion (80%) was approached, but not met.

Goal 3: Enhance Behavior and Problem Solving

8. Objective 8: By the end of the program year, 80% of participating students will improve their application of positive character traits as measured by perceptual survey (student). The success criterion assigned to this objective was “an increase from baseline and/or maintenance of a B or better.”

Post conduct scores were greater than pre conduct scores or conduct scores were maintained at a “B” or better level for 45 of 51 elementary school students; thus, 88.2% of students met this objective and the criterion was met.

Table 19. Conduct Grades - Broward Estates 21st CCLC.

Qtr. 1 Conduct Grades	Qtr. 4 Conduct Grades					Total for Qtr. 1
	A	B	C	D	F	
A	5 (9.8)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	5 (9.8)
B	7 (13.7)	11 (21.6)	0 (0.0)	0 (0.0)	0 (0.0)	18 (35.3)
C	3 (5.9)	16 (31.4)	6 (11.8)	0 (0.0)	0 (0.0)	25 (49.0)
D	1 (2.0)	0 (0.0)	2 (3.9)	0 (0.0)	0 (0.0)	3 (5.9)
F	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Total for Qtr. 4	16 (13.7)	27 (32.9)	8 (31.5)	0 (0.0)	0 (0.0)	51 (100.0)

Post conduct scores were greater than pre conduct scores or conduct scores were maintained at a “B” or better level for 31 of 34 middle school students; thus, 91.2% of students met this objective and the criterion (80%) was met.

Table 20. Conduct Grades - Parkway 21st CCLC.

Qtr. 1 Conduct Grades	Qtr. 4 Conduct Grades					Total for Qtr. 1
	A	B	C	D	F	
A	15 (44.1)	4 (11.8)	2 (5.9)	0 (0.0)	0 (0.0)	21 (61.8)
B	2 (5.9)	1 (2.9)	1 (2.9)	0 (0.0)	0 (0.0)	4 (11.8)
C	7 (20.6)	2 (5.9)	0 (0.0)	0 (0.0)	0 (0.0)	9 (26.5)
D	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
F	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Total for Qtr. 4	24 (70.6)	7 (20.6)	3 (8.8)	0 (0.0)	0 (0.0)	34 (100.0)

Goal 4: Improve Dropout Prevention & College / Career Readiness (Middle/High programs)

9. Objective 9: By the end of the program year, 75% of (Middle) participating students will report their engagement in career exploration as measured by perceptual survey (student).

By year’s end, 28 out of 30 middle school students reported they had explored or selected a career; thus, 93.3% of students met this objective and the criterion (40%) was met.

Goal 5: Increase Parental Involvement

10. Objective 10: By the end of the program year, 65% of participating family members will increase their knowledge (in a specified area) as measured by perceptual survey (parent).

The evaluator created a parent survey to be administered at the close of each parent event. At the conclusion of the 21st CCLC events, parents were asked to complete the evaluative questionnaire. Item 2 on the survey stated, “As a result of attending this workshop/parent event, my skills and knowledge of the topic(s) covered have improved.” The response scale was a 4-point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree).

Only limited information was available for one parent event for elementary school families and one parent event for middle school families. For parents of elementary school students, 6 of 6 parents reported a knowledge increase as a result of the event; thus, 100% of parents met this objective and the criterion (65%) was met. For parents of middle school students, 3 of 3 parents reported a knowledge increase as a result of the event; thus, 100% of parents met this objective and the criterion (65%) was met.

5.4 Other Findings

To monitor progress and refine program activities, projects are required by the United States Department of Education (USDE) to communicate, distribute, and collect parent, teacher, and student surveys as part of the 21st CCLC project requirements. Stakeholder feedback is intended to facilitate the continuous improvement process; therefore, results should enable the identification of successful aspects of the program and areas in need of improvement for further discussion.

Parent surveys were created to ascertain parent opinions on issues related to staffing, activities, operations, site administration communication, child's happiness with the program, and behaviors related to the federal reporting criteria. As stakeholders, parents are key indicators of whether the program is facilitating basic communication of goals and objectives. Their opinions indicate whether key federal reporting criteria are being met such as quality homework completion, student's ability to get along with others, and students staying out of trouble.

Parent Surveys

Overall, 71 parents completed the parent survey. A majority of respondents were female (83.8%) and a majority identified their ethnicity as African American or Black (85.1%). A majority of parents (98.6%) were satisfied or very satisfied with the program as a whole.

Parents were also satisfied or very satisfied with the overall warmth and friendliness of the staff (98.6%). Parents reported staff was able to work with their children (97.0%) and a majority reported staff related well to parents (100.0%). A majority of parents (92.4%) reported some level of satisfaction with program services and satisfaction with meals and snacks (89.7%). In

addition, a majority of parents (98.5%) were also satisfied with the safety of the program environment.

When asked about program communication, assistance as a caregiver, and family activities, respondents reported they were satisfied with the program's success in reaching out to them as parents (97.1%) and the program's success in helping them to become more involved in their child's education (94.1%). When questioned if parents felt their child was happy in the program, (95.6%) of respondents reported to be "satisfied" or "very satisfied." In addition, a majority of parents (88.6%) reported satisfaction with the level of assistance in helping their child complete their homework. They also indicated they were happy with the programs ability to assist their children with getting along with others (90.0%), to stay out of trouble (84.3%), and to learn to appreciate other cultures (75.7%).

A majority of parents (91.4%) reported they would recommend the program to other parents and they would enroll their child in the program if it were offered next year (87.1%). Given the scenario that program services would no longer be available, a majority of respondents indicated their children would be home alone (37.7%), cared for by a sibling (20.3%), cared for by a parent (17.4%), participating in another afterschool program (13.0%), cared for by a friend or neighbor (4.3%), other (4.3%), or cared for by another relative (20.0%).

Only a quarter of the parents (25.4%) responded to the open-ended items. The most prevalent themes were "more activities, sports, field trips, etc." (11.3%) and "expand program: more hours, weekends, summers" (7.0%).

Teacher Surveys

Regular school day teacher surveys are a required federal reporting component utilized to ascertain student behavior changes during the regular school day. As such, their opinions indicate the extent of program impact on other areas of the student's life. Regular school day teachers completed the 12-question survey for 107 regularly participating students.

The following percentages represent the proportions of students identified by teachers as "improved" or "did not need to improve" on the respective survey items: students turning in their homework on time (83.0%), quality of homework turned in (80.7%), improved class participation (79.5%), improvement for volunteerism in the classroom (80.4%), attending class

regularly (85.0%), being attentive in class (79.5%), and behaving well in class (59.8%). Teachers also indicated “improved” or “did not need to improve” on academic performance (80.4%), students coming to school motivated to learn (78.5%), getting along well with other students (78.5%), and improvement in student self-efficacy - belief they can do well in school (84.1%). Teachers indicated “improved” or “did not need to improve” on parents’ interest and involvement in their child’s schooling (60.8%).

Student Surveys

Eight items on the student survey were common to both elementary and middle school students. These items were rated on a three point Likert scale: “definitely,” “somewhat,” or “not at all.” A total of 96 students in 3rd through 8th grade completed the survey. As shown in Table 21, each of the eight aspects related to their program was viewed in a very positive light. The items with the most positive responses were the items indicating students feeling safe in the afterschool program and help in understanding that following rules is important.

Table 21. Student Survey Results.

Survey Question	☺	☹	☹
	Definitely	Somewhat	Not at all
	<i>n</i>	<i>n</i>	<i>n</i>
	(%)	(%)	(%)
Did you enjoy the activities in your afterschool program?	44 (50.0)	36 (40.9)	8 (9.1)
Did your afterschool program have adults who care about you?	61 (68.5)	21 (23.6)	7 (7.9)
Did you feel safe at your afterschool program?	54 (58.7)	32 (34.8)	6 (6.5)
Did your afterschool program help you get along well with others?	36 (39.6)	45 (49.5)	10 (11.0)
Did your afterschool program help you understand that following rules is important?	62 (69.7)	21 (23.6)	6 (6.7)
Did your afterschool program help you solve problems in a positive way?	46 (51.7)	29 (32.6)	14 (15.7)
Did your afterschool program help you with your homework?	56 (63.6)	22 (25.0)	10 (11.4)
Did your afterschool program help you improve your grades?	51 (57.3)	21 (23.6)	17 (19.1)

Middle school students in 6th thru 8th grade completed an additional 4 scaled items. As shown in Table 22, their responses were generally favorable about the afterschool program helping the student to understand the importance of setting goals, how to make career choices, why doing drugs is wrong, and violence is wrong.

Table 22. Middle Student Survey Results.

Survey Question	☺ Definitely	☹ Somewhat	☹ Not at all- Didn't Talk About	☹ Not at all- Talked About Not Helpful
	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
	(%)	(%)	(%)	(%)
Did your afterschool program help you understand setting goals is important? (middle school only)	18 (45.0)	15 (37.5)	2 (5.0)	5 (12.5)
Did your afterschool program help you understand how to make career choices? (middle school only)	18 (45.0)	11 (27.5)	2 (5.0)	9 (22.5)
Did your afterschool program help you understand that doing drugs is wrong? (middle school only)	27 (67.5)	4 (10.0)	4 (10.0)	5 (12.5)
Did your afterschool program help you understand that violence is wrong? (middle school only)	23 (62.2)	7 (18.9)	3 (8.1)	4 (10.8)

The middle school survey also asked students, “If you were not in your afterschool program between 3:00 PM and 6:00 PM, who would you usually be with?” The student responses were: adult (31.3%), older sibling (10.4%), friends (10.4%), alone by myself (16.7%). Middle school students were also asked what they would be doing between 3:00pm and 6:00pm. The student responses were: hanging out by myself (22.9%), hanging out with friends (20.8%), entertainment activities – such as watching TV (34.4%), activities planned by adults (12.5%), helping out around the house (12.5%), studying or working on homework (19.8%), and working at a job (6.3%), volunteering in my neighborhood (1.0%).

5.5 Student Success Snapshot

The student selected for this snapshot was an 8th grader at Parkway Middle School. This student had been successful during the year in improving both academic and conduct grades. When asked what parts of the program helped most in school, the student replied, “The math program,

tutoring, and homework help.” When asked what things the student liked best about the afterschool program, the student replied, “physical education and science activities.”

This student was asked what would you change in the program and replied, “I wouldn’t change anything.” However, “nothing” was the reply when asked for something new the student learned in the afterschool program.

Finally, when asked if there was anything the student would like to share about the afterschool program that everyone should know. The student replied, “The teachers in the program are dedicated to making sure the students do well in school.” In a further discussion, the student’s mother said that the program is great. She felt things might go smoother if parents were involved more. She added that she thought they needed a better system to make sure the students are in their classes/group once they sign-in, maybe take role.

5.6 Overall Findings for Each Objective

The overall findings were covered objective by objective in Section 5.1.

6.0 PROGRESS TOWARD SUSTAINABILITY

6.1 Partners

As shown in Table 23, Broward County Public Schools provided large contributions in facilities and personnel to service the centers, along with financial support for center overhead and professional development for project personnel. Unfortunately, the partners were not forthcoming in providing assessment data and programs that were subcontracted. This shortcoming is being addressed by the district taking a more active role in gathering this data and implementing these programs.

Table 23. Partnerships and Sub-Contracts.

Agency Name	Type of Organization	Sub-Contractor (Yes/No)	Type of Service Provided
Broward Education Foundation	OTH	No	Financial Support for tutoring, mentoring, and service delivery
USDA National School Lunch Program	OTH	No	Afterschool Dinner and Snack

Agency Name	Type of Organization	Sub-Contractor (Yes/No)	Type of Service Provided
Dr. John Enger	FPO	Yes	Evaluation Services
Broward Estates Elementary	SD	No	Facilities
Parkway Middle School	SD	No	Facilities
CTACE (Career, Technical, Adult and Community Education)	SD	No	Support-Parent and Community Engagement, Provide opportunities for economic and professional growth
African Ancestry, Inc.	FPO		Curriculum support

6.2. New Partners

No new partners were identified during the 2015-16 project year.

6.3. Partner Upkeep

A dedicated staff member was assigned to work with all local partners within the District to kept abreast of project needs and achievements. Center level administrative staff kept detailed student attendance logs to ensure proper snack/dinner counts were available to support the USDA Afterschool Dinner and Snack program required documentation.

6.4 Partner Contributions

Each center location offered access afterschool to the appropriate facilities needed for implementation of the program to include: classrooms, cafeterias, gymnasiums, computer labs, and libraries.

The dedicated staff member met with the Broward Education Foundation to quarterly to ensure that items such as supplies, support materials, and non-federally funded items were covered within each District program. Program administration was provided direct funding and access to mini-grant applications to support need areas. It is estimated that the BEF provided \$2,000 of support funds to assist the projects with daily operations.

The USDA National School Lunch program was utilized to provide afterschool snacks and dinner at each center location. School Food and Nutrition Services staff provided technical assistance on the proper documentation needed for cost reimbursement of provided snacks and meals.

The Career, Technical, Adult, and Community Education department within Broward Schools provided student and parent educational activities related to career and college readiness. These in-kind activities supported Parkway Middle's objective assessment activities at an estimated \$3,000.

Finally, African Ancestry provided in-kind assistance for the continued implementation of the Ultimate Selfie PBL curriculum purchased during the 2014-15 project year. Staff continued to use their expertise to facilitate the successful implementation of this learning activity.

7.0 LESSONS LEARNED AND RECOMMENDATIONS

21st CCLC program impact

- Students served in the afterschool program were afforded a very positive learning environment in contrast to many of these students being left home alone during these afterschool hours.
- The 21st CCLC afterschool program was successful in the elementary school in complementing and supporting regular school day instruction with alternative (generally project based) learning curriculum and activities.
- With numerous afterschool activities afforded middle school students, the 21st CCLC afterschool program this year was much better equipped to handle students' participation in a variety of activities.
- Good behavior and constructive instruction in academic and social growth was observed.

Lessons Learned

- Again, much was learned by the program administration that will influence future 21st CCLC planning and operations.
- Adding a data coordinator at the District office increased the efficiency of the data collection process and has resulted in much more complete accumulation of data.
- Program developed data sources need to be administered and completed as soon as possible for newly enrolled students.

- It appears that 21st CCLC site personnel and students are much more comfortable and appreciative of the program this second year as compared to the first.

Recommendations

1. It is suggested that administrative personnel pull student data from a district database. One facet of data collection has been the submission of copied student report cards on paper for subsequent data entry in the 21st CCLC computerized data platform. In the 21st century this type of activity should be accomplished electronically to facilitate data integrity and eliminate this source of data error.
2. It is recommended that the program facilitate a timelier and earlier administration of student personal enrichment surveys. Setting a late closing date on these surveys has resulted in markedly lower response rates, because follow ups could not be conducted.
3. The program should work hard this year to gather much more complete parent event data.
4. The physical fitness, nutrition, and social emotional programming curricula need be better defined, overseen, and reported.
5. The Florida Standards Assessment benchmarks are unrealistic and should be changed.
6. The program personnel should continue interacting with regular school day academic teachers to ensure the afterschool program is aligned with the regular school day.