

Summative Report for Grant #060-2446B-6CCC1

New River Middle School of Broward County

Project Director – Tresha Fletcher

Compiled by Dr. John Enger

8/15/2016

TABLE OF CONTENTS

1.0 OVERVIEW AND HISTORY	1
2.0 STUDENT CHARACTERISTICS	1
2.1 Student Enrollment and Attendance	1
<i>Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2015 and School Year 2015-2016</i>	2
<i>Table 2. Student Demographics for Total Participating Students (All Students Served) and Regularly Participating Students</i>	2
<i>Table 3. Students with Special Needs: Total Participating Students</i>	2
<i>Table 4. Students with Special Needs: Regularly Participating Students</i>	3
<i>Table 5. Student Race and Ethnicity: Total and Regularly Participating Students</i>	3
<i>Table 6. Student Grade for Total Participating Students</i>	3
<i>Table 7. Student Grade for Regularly Participating Students</i>	4
3.0 PROGRAM OPERATIONS	4
3.1 Summer Operation	4
<i>Table 8. School Year 2015-2016 Operation</i>	4
4.0 STAFF CHARACTERISTICS	4
4.1 Staff Demographics	4
<i>Table 9. Regular Staff by Paid and Volunteer Status. New River</i>	5
4.2 Students-to-Staff Ratio	5
4.3 Staff Training	5
5.0 OBJECTIVES AND OUTCOMES	5
5.1 Objective Assessment	5
<i>Table 10. Language Arts Grades – New River 21st CCLC</i>	6
<i>Table 11. Math Grades - New River 21st CCLC</i>	7
<i>Table 12. Science - New River 21st CCLC</i>	8
5.2 Other Findings	10
<i>Parent Surveys</i>	11
<i>Student Surveys</i>	12
<i>Table 13. Student Survey Results</i>	13
<i>Table 14. Middle Student Survey Results</i>	13

5.5 Student Success Snapshot	14
5.6 Overall Findings for Each Objective.....	15
6.0 PROGRESS TOWARD SUSTAINABILITY	15
<i>Table 15. Partnerships and Sub-Contracts.</i>	15
7.0 LESSONS LEARNED AND RECOMMENDATIONS	16
<i>21st CCLC program impact</i>	16
<i>Lessons Learned</i>	16
<i>Recommendations</i>	16

2015-2016 New River 21st Century Community Learning Centers Summative Evaluation

1.0 OVERVIEW AND HISTORY

The purpose of this evaluation is to report the summative 2015-2016, first year findings of the approved 21st Century Community Learning Center (21st CCLC) continuing grant for New River 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 one school, (New River Middle). As shown in Table 1, a total of 244 students were in attendance at least one day during the project reporting period, and 109 students (44.7%) participated 30 or more days.

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
New River	0	244	0	244	0	109	0	109
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 New River Middle regularly participating students were 58.7% male and 51.4% 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*
New River	122	122	0	64	56	0

*DK = Don't Know.

As shown in Table 3, 36.1% of the enrolled New River Middle students were identified as Limited English Proficient (LEP), and 14.6% were identified as having a disability. The percentage of enrolled students identified as qualifying for Free or Reduced Lunch (FRL) was 79.5%.

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*
New River	88	156	0	36	208	0	194	50	0

*DK = Don't Know.

As shown in Table 4, 42.2% of the regularly participating New River Middle students were identified as Limited English Proficient (LEP), and 19.3% were identified as having a disability. The percentage of regularly participating students identified as qualifying for Free or Reduced Lunch (FRL) was 96.3%.

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

Site Name	Limited English Proficient			Identified with Disability			Free or Reduced-Price Lunch		
	Yes	No	DK*	Yes	No	DK*	Yes	No	DK*
New River	46	74	0	21	99	0	94	26	0

*DK = Don't Know.

As shown in Table 5, most of the enrolled New River Middle students were identified as Hispanic or Latino (41.8%), and for regularly participating students 46.8% were identified as Hispanic or Latino.

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
New River	0	6	75	102	53	8	0	0	2	45	51	18	4	0

** Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.*

As shown in Table 6, the distribution of enrolled New River Middle students was 47.5% in grade 6, 32.4% in grade 7, and 20.1% in grade 8.

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
New River	0	0	0	0	0	0	0	116	79	49	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.*

As shown in Table 7, the distribution of enrolled New River Middle students was 51.4% in grade 6, 40.4% in grade 7, and 18.3% 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
New River	0	0	0	0	0	0	0	56	44	20	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 2015-16 Request for Application guidelines state that each proposed learning center is required to operate a minimum of “four days per week,” including summer. New River Middle is a first year program and will begin summer operations in June of 2016.

Program guidance states that each center must operate a minimum of twelve (12) afterschool hours per week. Overall, as shown in Table 8 this Broward afterschool programs runs 15 hours per week (3 hours per day and 5 days per week).

Table 8. School Year 2015-2016 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
New River	36	168	5	1	0	1.83	0	168	0	168	0

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 9 paid staff members and no volunteers at New River Middle School, as shown in Table 9.

Table 9. Regular Staff by Paid and Volunteer Status. New River.

Staff Type	Summer of 2015		2015-2016 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	0	0	6	0
Center administrators and coordinators	0	0	1	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	0	0	1	0
Other	0	0	1	0
Total	0	0	9	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 Students-to-Staff Ratio

For the 2015-2016 afterschool average daily attendance at New River Middle School, the student to staff ratio was 7.8:1.

4.3 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."

5.0 OBJECTIVES AND OUTCOMES

5.1 Objective Assessment

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

created benchmark achievement standards from which 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, 70% 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 10, 81.0% of regularly participating New River Middle students met this expectation, thus the objective was met.

Table 10. Language Arts Grades – New River 21st CCLC.

Qtr. 1 LA Grades	Qtr. 4 Language Arts Grades					Total for Qtr. 1
	A	B	C	D	F	
A	31 (29.5)	3 (2.9)	0 (0.0)	0 (0.0)	0 (0.0)	34 (32.4)
B	10 (9.5)	21 (20.0)	6 (5.7)	0 (0.0)	0 (0.0)	37 (35.2)
C	4 (3.8)	10 (9.5)	11 (10.5)	1 (1.0)	0 (0.0)	26 (24.8)
D	0 (0.0)	1 (1.0)	3 (2.9)	1 (1.0)	0 (0.0)	5 (4.8)
F	0 (0.0)	0 (0.0)	2 (1.9)	1 (1.0)	0 (0.0)	3 (2.9)
Total for Qtr. 4	45 (42.9)	35 (33.3)	22 (21.0)	3 (2.9)	0 (0.0)	105 (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 New River Middle school students showed 47 out of 112 students (42.0%) 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, 70% 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 11, 70.8% of regularly participating New River Middle students met this expectation, thus the objective was met.

Table 11. Math Grades - New River 21st CCLC.

Qtr. 1 Math Grades	Qtr. 4 Math Grades					Total for Qtr. 1
	A	B	C	D	F	
A	19 (17.9)	3 (2.8)	0 (0.0)	0 (0.0)	0 (0.0)	22 (20.8)
B	8 (7.5)	25 (23.6)	4 (3.8)	0 (0.0)	0 (0.0)	37 (34.9)
C	2 (1.9)	11 (10.4)	14 (13.2)	3 (2.8)	0 (0.0)	30 (28.3)
D	0 (0.0)	0 (0.0)	6 (5.7)	8 (7.5)	1 (0.9)	15 (14.2)
F	0 (0.0)	0 (0.0)	1 (0.9)	0 (0.0)	1 (0.9)	2 (1.9)
Total for Qtr. 4	29 (14.8)	39 (39.1)	25 (32.2)	11 (13.0)	2 (0.9)	106 (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 New River Middle school students showed 57 out of 114 students (50.0%) 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, 70% regularly participating students will improve to a satisfactory science 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 12, 81.7% of regularly participating New River Middle students met this expectation, thus the objective was met.

Table 12. Science - New River 21st CCLC.

Qtr. 1 Science Grades	Qtr. 4 Science Grades					Total for Qtr. 1
	A	B	C	D	F	
A	21 (20.2)	8 (7.7)	0 (0.0)	0 (0.0)	0 (0.0)	29 (27.9)
B	7 (6.7)	34 (32.7)	3 (2.9)	1 (1.0)	0 (0.0)	45 (43.3)
C	2 (1.9)	8 (7.7)	11 (10.6)	2 (1.9)	0 (0.0)	23 (22.1)
D	0 (0.0)	0 (0.0)	3 (2.9)	2 (1.9)	0 (0.0)	5 (4.8)
F	0 (0.0)	0 (0.0)	2 (1.9)	0 (0.0)	0 (0.0)	2 (1.9)
Total for Qtr. 4	30 (28.8)	50 (48.1)	19 (18.3)	5 (4.8)	0 (0.0)	104 (100.0)

6. Objective 6: The performance objective for math was stated as follows, “By the end of the program year, 75% of regularly participating students will improve their science 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 New River Middle School 8th grade students showed 12 out of 20 students (60.0%) 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 26 of 37 elementary students; thus, 70.3% of students met this objective and the criterion (80%) was approached, but not met.

8. Objective 8: By the end of the program year, 80% of participating students will increase their aerobic fitness as measured by pre-post assessment. The success criterion assigned to this objective was “an increase from baseline”

Post assessment scores were greater than the pre-assessment scores on nutrition for 14 of 28 elementary students; thus, 50.0% of students met this objective and the criterion (80%) was not met.

Goal 3: Improve Dropout Prevention & College / Career Readiness (Middle/High programs)

9. Objective 9: By the end of the program year, 80% of (Middle) participating students will report their engagement in career exploration as measured by perceptual survey (student).

By year’s end, 51 out of 102 middle school students reported they had explored or selected a career; thus, 50.0% of students met this objective and the criterion (40%) was met.

Goal 4: Enhance Behavior and Problem Solving

10. Objective 10: 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 90 of 104 elementary school students; thus, 86.4% of students met this objective and the criterion (80%) was met.

Goal 5: Increase Parental Involvement

11. Objective 11: 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).

For parents of New River Middle School students, 1 of 120 parents attended two or more Adult Family Night events; thus, 0.8% of parents met this objective and the criterion (65%) was not met.

12. Objective 12: By the end of the program year, 80% of participating students [parents] will demonstrate their involvement in student education as measured by perceptual survey (teacher).

Teachers reported parent involvement for New River Middle students through a federal teacher survey. Question #12: “*Have the student's parents become more interested and/or involved in their child's schooling?*” was utilized to ascertain increased involvement. Teachers reported for parents of New River Middle School students, 24 of 57 parents did not need to improve and improved their involvement in their child’s education; thus, 42.1% of parents met this objective and the criterion (80%) was not met.

5.2 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, 23 parents completed the parent survey. A majority of respondents were female (82.6%) and a majority identified their ethnicity as Hispanic or Latino (50.0%). A majority of parents (100.0%) 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 (91.3%). Parents reported staff was able to work with their children (100.0%) and a majority reported staff related well to parents (95.7%). A majority of parents (87.0%) reported some level of satisfaction with program services and satisfaction with meals and snacks (100.0%). In addition, a majority of parents (100.0%) 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 (87.0%) and the program's success in helping them to become more involved in their child's education (87.0%). When questioned if parents felt their child was happy in the program, (100.0%) of respondents reported to be "satisfied" or "very satisfied." In addition, a majority of parents (91.3%) 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 (87.0%), to stay out of trouble (95.7%), and to learn to appreciate other cultures (100.0%).

A majority of parents (87.0%) reported they would recommend the program to other parents and they would enroll their child in the program if it were offered next year (82.6%). Given the

scenario that program services would no longer be available, a majority of respondents indicated cared for by a parent (30.4%), their children would be home alone (21.7%), cared for by a friend or neighbor (13.0%), cared for by a sibling (8.7%), cared for by another relative (8.7%), participating in another afterschool program (4.3%), or other (13.0%). Over half of the parents (52.2%) responded to the open-ended items. The most prevalent theme was “better, healthier meals and snacks” (13.0%).

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 58 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 (59.7%), quality of homework turned in (64.9%), improved class participation (68.4%), improvement for volunteerism in the classroom (44.7%), attending class regularly (65.0%), being attentive in class (61.4%), and behaving well in class (64.3%). Teachers also indicated “improved” or “did not need to improve” on academic performance (66.6%), students coming to school motivated to learn (61.4%), getting along well with other students (64.9%), and improvement in student self-efficacy - belief they can do well in school (64.9%). Teachers indicated “improved” or “did not need to improve” on parents’ interest and involvement in their child’s schooling (42.2%).

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 99 students in 6th through 8th grade completed the survey. As shown in Table 13, 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 adults caring about students in the program.

Table 13. 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?	48 (50.5)	45 (47.4)	2 (2.1)
Did your afterschool program have adults who care about you?	72 (75.8)	23 (24.2)	0 (0.0)
Did you feel safe at your afterschool program?	75 (78.9)	19 (20.0)	1 (1.1)
Did your afterschool program help you get along well with others?	43 (46.2)	45 (48.4)	5 (5.4)
Did your afterschool program help you understand that following rules is important?	62 (65.3)	32 (33.7)	1 (1.1)
Did your afterschool program help you solve problems in a positive way?	45 (47.4)	44 (46.3)	6 (6.3)
Did your afterschool program help you with your homework?	65 (68.4)	26 (27.4)	4 (4.2)
Did your afterschool program help you improve your grades?	45 (47.4)	37 (38.9)	13 (13.7)

Middle school students in 6th thru 8th grade completed an additional 4 scaled items. As shown in Table 14, 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 14. 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)	45 (47.9)	38 (40.4)	4 (4.3)	7 (7.4)
Did your afterschool program help you understand how to make career choices? (middle school only)	36 (38.3)	36 (38.3)	3 (3.2)	19 (20.2)

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 that doing drugs is wrong? (middle school only)	65 (70.7)	14 (15.2)	4 (4.3)	9 (9.8)
Did your afterschool program help you understand that violence is wrong? (middle school only)	66 (71.0)	19 (20.4)	5 (5.4)	3 (3.2)

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 (62.6%), older sibling (26.3%), friends (39.4%), alone by myself (26.3%). 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 (34.3%), hanging out with friends (55.6%), entertainment activities – such as watching TV (75.8%), activities planned by adults (38.4%), helping out around the house (45.5%), studying or working on homework (64.6%), and working at a job (6.1%), volunteering in my neighborhood (7.1%).

5.5 Student Success Snapshot

The student selected for this snapshot was a 7th grader at New River 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, “Computer time and brain game.” When asked what things the student liked best about the afterschool program, “When we had time outside” was the response. Adding, “We played racket ball, walked, and ran on the track.”

This student was asked what would you change in the program, the student indicated the desire to be with friends. “Group – I wish we could all be one big group or if the teachers would let us change our group so we can be with our friends.” When asked for something new the student learned in the afterschool program, the student replied, “We learned about a tower that you could put a plant inside and it will water itself.”

Finally, when asked if there was anything the student would like to share about the afterschool program that everyone should know. The student replied, “Fun and interactive.” In a further discussion, the student’s mother said her child, “... loves the program and ... never wants to leave when it’s time for pickup.” The mother added that the only issue she had was when her child’s homework is incomplete. This makes it hard for the mother because her child has to stay up later to finish the homework and sometimes the mother can’t explain the homework to her child.

5.6 Overall Findings for Each Objective

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

6.0 PROGRESS TOWARD SUSTAINABILITY

As shown in Table 15, 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 15. 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
Dr. John Enger	FPO	Yes	Evaluation Services
New River 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

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 middle school in complementing and supporting regular school day instruction with alternative (generally project based) learning curriculum and 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.

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.