

**Summative Report for
Grant #060-2446B-6CCC7**

**North Fork and Walker Elementary Schools
of Broward County**

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8/15/2016

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2014-2015 North Fork and Walker Elementary 21st Century Community Learning Centers Summative Evaluation

1.0 OVERVIEW AND HISTORY

The purpose of this evaluation is to report the summative 2015-2016, fourth year findings of the approved 21st Century Community Learning Center (21st CCLC) continuing grant for North Fork Elementary School and Walker Elementary 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 elementary schools (North Fork and Walker). As shown in Table 1, a total of 206 students were in attendance at least one day during the project reporting period, and 151 students participated 30 or more days. Overall, 73.3% of the enrolled elementary students 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
North Fork	21	66	26	113	0	46	24	70
Walker	0	93	0	93	0	81	0	81
Total	21	159	26	206	0	127	24	151

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 North Fork and Walker regularly participating students were 44.4% male and 55.6% 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*
North Fork	57	56	0	36	34	0
Walker	36	57	0	31	50	0
Total	93	113	0	67	84	0

*DK = Don't Know.

As shown in Table 3, 2.4% of the enrolled North Fork and Walker elementary students were identified as Limited English Proficient (LEP), and 5.8% were identified as having a disability.

The percentage of enrolled students identified as qualifying for Free or Reduced Lunch (FRL) was 95.2%.

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*
North Fork	4	109	0	5	108	0	70	7	36
Walker	1	92	0	7	86	0	69	0	24
Total	5	201	0	12	194	0	139	7	60

*DK = Don't Know.

As shown in Table 4, 2.0% of the regularly participating North Fork and Walker elementary students were identified as Limited English Proficient (LEP), and 6.6% were identified as having a disability. The percentage of regularly participating students identified as qualifying for Free or Reduced Lunch (FRL) was 95.2%.

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*
North Fork	2	68	0	3	67	0	70	7	36
Walker	1	80	0	7	74	0	69	0	24
Total	3	148	0	10	141	0	139	7	60

*DK = Don't Know.

As shown in Table 5, most of the enrolled North Fork and Walker elementary students were identified as Black or African American (97.0%), and for regularly participating students 97.2% 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
North Fork	0	0	106	2	2	0	0	0	0	66	1	1	0	2
Walker	0	0	85	1	0	1	0	0	0	74	1	0	1	5
Total	0	0	191	3	2	1	0	0	0	140	2	1	1	7
<i>* Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.</i>														

As shown in Table 6, the distribution of enrolled North Fork and Walker students was 33.0% in grade 3, and 39.8% in grade 4, and 27.2% in grade 5.

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
North Fork	0	0	0	0	43	45	25	0	0	0	0	0	0	0
Walker	0	0	0	0	25	37	31	0	0	0	0	0	0	0
Total	0	0	0	0	68	82	56	0	0	0	0	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 North Fork and Walker students was 33.8% in grade 3, 41.7% in grade 4, and 24.5% in grade 5.

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
North Fork	0	0	0	0	28	32	10	0	0	0	0	0	0	0
Walker	0	0	0	0	23	31	27	0	0	0	0	0	0	0
Total	0	0	0	0	51	63	37	0	0	0	0	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>														

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. As shown in Table 8, North Fork Elementary operated during Summer 2015 with 5 weeks of operation at 4 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
North Fork	5	4	16	-	-
Walker	-	-	-	-	-

3.2 School Year-2016 Operation

Program guidance states that each elementary center must operate a minimum of 12 afterschool hours per week. Overall, as shown in Table 9 these Broward elementary school afterschool programs (North Fork and Walker) ran 3 hours per day and 5 days per week. The 15 hours per week met (exceeded) the minimum requirement 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
North Fork	35	164	5	-	-	15	-	-	-	164	-
Walker	36	170	5	-	-	15	-	-	-	170	-

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 North Fork Elementary School, as shown in Table 10. There were 10 paid staff members and no volunteers at Walker Elementary School, as shown in Table 11.

Table 10. Regular Staff by Paid and Volunteer Status - North Fork.

Staff Type	Summer of 2015		2015-2016 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	2	0	7	0
Center administrators and coordinators	0	0	1	0
Other non-teaching school day staff	0	0	1	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	3	0	10	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 – Walker.

Staff Type	Summer of 2015		2015-2016 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	0	0	9	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	0	0	1	0
Other	0	0	0	0
Total	0	0	10	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

Based on 21st CCLC average daily attendance at North Fork Elementary, the afterschool student to staff ratio was 5.8:1 Based on average daily attendance at Walker Elementary School, the afterschool student to staff ratio was 5.5:1.

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, 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 12, 47.1% of regularly participating North Fork and Walker Elementary students met this expectation, thus the objective was not met.

Table 12. Language Arts Grades – North Fork and Walker 21st CCLC.

Qtr. 1 LA Grades	Qtr. 4 Language Arts Grades					Total for Qtr. 1
	A	B	C	D	F	
A	13 (12.5)	4 (3.8)	1 (1.0)	12 (11.5)	0 (0.0)	18 (17.3)
B	7 (6.7)	13 (12.5)	12 (11.5)	0 (0.0)	0 (0.0)	32 (30.8)
C	1 (1.0)	10 (9.6)	28 (26.9)	0 (0.0)	1 (1.0)	50 (48.1)
D	0 (0.0)	1 (1.0)	0 (0.0)	10 (9.6)	1 (1.0)	4 (3.8)
F	0 (0.0)	0 (0.0)	0 (0.0)	2 (1.9)	0 (0.0)	0 (0.0)
Total for Qtr. 4	21 (20.2)	28 (26.9)	41 (39.4)	12 (11.5)	2 (1.9)	104 (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 22 out of 140 students (15.7%) 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 13, 51.9% of regularly participating North Fork and Walker Elementary students met this expectation, thus the objective was approached but not met.

Table 13. Math Grades – North Fork and Walker 21st CCLC.

Qtr. 1 Math Grades	Qtr. 4 Math Grades					Total for Qtr. 1
	A	B	C	D	F	
A	8 (7.5)	8 (7.5)	1 (0.9)	0 (0.0)	0 (0.0)	17 (16.0)
B	7 (6.6)	16 (15.1)	9 (8.5)	0 (0.0)	0 (0.0)	32 (30.2)
C	2 (1.9)	12 (11.3)	25 (23.6)	10 (9.4)	0 (0.0)	49 (46.2)
D	0 (0.0)	1 (0.9)	1 (0.9)	4 (3.8)	1 (0.9)	7 (6.6)
F	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.9)	0 (0.0)	1 (0.9)
Total for Qtr. 4	17 (16.0)	37 (34.9)	36 (34.0)	15 (14.2)	1 (0.9)	106 (100)

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 31 out of 139 students (22.3%) 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, 75% of the regularly participating students will maintain high performance or improve their science as measured by report card grades.” 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 14, 57.0% of regularly participating North Fork and Walker Elementary students met this expectation, thus the objective was approached but not met.

Table 14. Science – North Fork and Walker 21st CCLC.

Qtr. 1 Science Grades	Qtr. 4 Science Grades					Total for Qtr. 1
	A	B	C	D	F	
A	10 (9.3)	2 (1.9)	2 (1.9)	0 (0.0)	0 (0.0)	14 (13.1)
B	12 (11.2)	25 (23.4)	7 (6.5)	1 (0.9)	0 (0.0)	45 (42.1)
C	2 (1.9)	8 (7.5)	28 (26.2)	7 (6.5)	0 (0.0)	45 (42.1)
D	0 (0.0)	0 (0.0)	2 (1.9)	1 (0.9)	0 (0.0)	3 (2.8)
F	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Total for Qtr. 4	24 (22.4)	35 (32.7)	39 (36.4)	9 (8.4)	0 (0.0)	107 (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 elementary school 5th grade students showed 5 out of 30 students (16.6%) 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, 75% of participating students will maintain high performance or improve their physical fitness as measured by perceptual survey (student). 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 8 of 16 elementary students; thus, 50.0% of students met this objective and the criterion (80%) was not met.

Goal 3: Enhance Behavior and Problem Solving

8. Objective 8: By the end of the program year, 75% of regularly participating students will maintain high performance or improve their cultural awareness as measured by pre-post assessment. 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 61 of 96 elementary school students; thus, 63.5% of students met this objective and the criterion was approached, but not met.

9. Objective 9: By the end of the program year, 75% of the regularly participating students will maintain high performance or improve their conduct grades as measured by report cards. 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, 66.3% of regularly participating Rock Island and Thurgood Marshall Elementary students met this expectation, thus the objective was met.

Table 15. Conduct Grades – North Fork and Walker 21st CCLC.

Qtr. 1 Conduct Grades	Qtr. 4 Conduct Grades					Total for Qtr. 1
	A	B	C	D	F	
A	5 (5.3)	7 (7.4)	1 (1.1)	0 (0.0)	0 (0.0)	13 (13.7)
B	4 (4.2)	21 (22.1)	7 (7.4)	0 (0.0)	0 (0.0)	32 (33.7)
C	3 (3.2)	20 (21.1)	12 (12.6)	8 (8.4)	0 (0.0)	43 (45.3)
D	0 (0.0)	1 (1.1)	2 (2.1)	4 (4.2)	0 (0.0)	7 (7.4)
F	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Total for Qtr. 4	12 (12.6)	49 (51.6)	22 (23.2)	12 (12.6)	0 (0.0)	95 (100.0)

Goal 4: Increase Parental Involvement

10. Objective 10: By the end of the program year, Fifty percent (50%) of parents participating in the Center activities will report them to be beneficial, enjoyable, and of high quality as evidenced by federal parent surveys and parent night sign in sheets.

Parent surveys results were provided electronically from the FLDOE 21st CCLC statewide evaluation unit and utilized to measure parent satisfaction. Question #4 of the survey: *Overall, how satisfied are you with the afterschool program as a whole* was utilized to demonstrate increased satisfaction. Parent survey results reviewed indicated ($n=85$) surveys were completed for regularly participating students. Parent responses to this item were recorded on a 5-point scale from 1=Very Satisfied to 5=Very Unsatisfied, with a score of 6=Not Applicable. Compiling the data, 44 parents responded very satisfied and 37 satisfied. This objective was met with 95.3% of responding parents reported being satisfied with the program as a whole.

11. Objective 11: By the end of the program year, 50% of adult family members will report increased knowledge on topics presented.

The evaluator created a parent survey to be administered at the close of each parent event. However, the result of only a single survey was provided to the evaluator and that parent indicated an increase in knowledge.

12. Objective 12: By the end of the program year, 50% of adult family members of regularly participating students will attend at least one family event.

Parent night events were facilitated monthly from July 2015 to May 2016. Sign-in sheets and agendas were available for review from the FDOE deliverables website and indicated the following 8 events occurred throughout the project year:

- Family Fun Night – North Fork (July 2015)
- 21st CCLC Program Introduction– North Fork (September 2015)
- How to Build and Maintain Credit– North Fork (October 2015)
- Family Fun Night– Walker (October 2015)
- Reading Night (Barnes & Noble) – Walker (November 2015)
- Family Math Night– North Fork (December 2015)
- Winter Wonderland– Walker (December 2015)
- McDonalds McTeacher Night – Walker (January 2016)

Parent participation rosters indicated that 38 unduplicated parents attended one or more events. These parents represent 25.2% of regularly participating students. Since the objective assessment threshold was 50%, this objective 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, 86 parents completed the parent survey. A majority of respondents were female (70.9%) and a majority identified their ethnicity as African American or Black (94.0%). A majority of parents (95.3%) 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 (95.3%). Parents reported staff was able to work with their children (97.7%) and a majority reported staff related well to parents (100.0%). A majority of parents (91.9%) reported some level of satisfaction with program services and satisfaction with meals and snacks (95.3%). In addition, a majority of parents (96.5%) 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 (94.2%) and the program's success in helping them to become more involved in their child's education (91.7%). When questioned if parents felt their child was happy in the program, (93.0%) of respondents reported to be "satisfied" or "very satisfied." In addition, a majority of parents (88.2%) 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 (79.8%), to stay out of trouble (89.4%), and to learn to appreciate other cultures (88.2%).

A majority of parents (89.5%) 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 (39.5%), cared for by a parent (19.8%), participating in another afterschool program (14.0%), cared for by a sibling (8.1%), cared for by a friend or neighbor (4.7%), cared for by another relative (3.5%), or other (10.5%).

Only 20.9% of the parents responded to the open-ended items. The most prevalent themes were "good program; don't change anything" (11.6%) and "more activities, sports, field trips, etc." (3.5%).

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 111 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 (96.4%), quality of homework turned in (95.5%), improved class participation (90.0%), improvement for volunteerism in the classroom (92.6%), attending class regularly (93.7%), being attentive in class (92.8%), and behaving well in class (89.2%). Teachers also indicated "improved" or "did not need to improve" on academic performance (92.8%),

students coming to school motivated to learn (99.1%), getting along well with other students (97.3%), and improvement in student self-efficacy - belief they can do well in school (96.4%). Teachers indicated “improved” or “did not need to improve” on parents’ interest and involvement in their child’s schooling (94.6%).

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 81 students in 1st through 5th grade completed the survey. As shown in Table 16, 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 have adults who care about them and help in understanding that following rules is important.

Table 16. 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?	55 (71.04)	15 (19.5)	7 (9.1)
Did your afterschool program have adults who care about you?	58 (77.3)	11 (14.7)	6 (8.0)
Did you feel safe at your afterschool program?	54 (74.0)	13 (17.8)	6 (8.2)
Did your afterschool program help you get along well with others?	50 (66.7)	17 (22.7)	8 (10.7)
Did your afterschool program help you understand that following rules is important?	59 (78.7)	12 (16.0)	4 (5.3)
Did your afterschool program help you solve problems in a positive way?	56 (75.7)	13 (17.6)	5 (6.8)
Did your afterschool program help you with your homework?	53 (70.9)	13 (17.3)	9 (12.0)
Did your afterschool program help you improve your grades?	54 (71.1)	16 (21.1)	6 (7.9)

5.3 Student Success Snapshot

Student Snapshot – Walker Elementary School

The student selected for this snapshot was a 4th grader at Walker Elementary 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, “Homework help.” In fact, that was one of the two things the student liked best about the program, homework help and getting to play basketball outside.

This student was asked what would you change in the program. The student would prefer to stay longer in the program, and allow other students in the program (to include K-2 students also). Yet, when asked for something new the student learned afterschool, the student replied, “Nothing.”

Finally, the student was asked if there was anything the student would like to share about the afterschool program that everyone should know. The student replied, “The program was helpful.” In a further discussion, the student’s mother said she wishes that they continue the program because it is very helpful to both of them, especially with the homework.

Student Snapshot – North Fork Elementary School

The student selected for this snapshot was a 4th grader at North Fork Elementary 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, “Homework help – when I didn’t understand my homework the teacher would help me.” The outside activities were what the student liked best about the afterschool program.

This student was asked what would you change in the program. The student said, “I would change the time so I could stay longer.” When asked for something new the student learned afterschool, the student replied, “We learned about hygiene.”

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 are nice.” In a further discussion, the student’s mother said the program is great for her child and the program’s teachers are great.

5.4 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 17, 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 17. 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
North Fork Elementary School	SD	No	Facilities
Walker Elementary 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 elementary schools 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.
- 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. (Note that some data was not collected that should have been collected as stipulated in the data sharing agreement.)
3. The program should work hard this year to gather much more complete parent event data.

4. For parent nights conducted with other agencies, parent sign in sheets must indicate what parents have 21st CCLC students enrolled in the program.
5. The physical fitness, nutrition, and social emotional programming curricula need be better defined, overseen, and reported.
6. The Florida Standards Assessment benchmarks are unrealistic and should be changed.
7. The program personnel should continue interacting with regular school day academic teachers to ensure the afterschool program is aligned with the regular school day.