

**Summative Report for
Grant #060-2446B-6CCC3**

**Rock Island and Thurgood Marshall Elementary
Schools of Broward County**

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2015-2016 Rock Island and Thurgood Marshall 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 Rock Island Elementary School and Thurgood Marshall 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 schools, (Rock Island and Thurgood Marshall Elementary). As shown in Table 1, a total of 254 students were in attendance at least one day during the project reporting period, and 201 students (79.1%) 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
Rock Island	0	112	0	112	0	105	0	105
Thurgood Marshall	43	72	27	142	0	69	27	96
Total	43	184	27	254	0	174	27	201

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 Rock Island and Thurgood Marshall regularly participating students were 44.8% male and 55.2% 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*
Rock Island	47	65	0	44	61	0
Thurgood Marshall	68	74	0	46	50	0
Total	115	139	0	90	111	0

*DK = Don't Know.

As shown in Table 3, 7.5% of the enrolled Rock Island and Thurgood Marshall students were identified as Limited English Proficient (LEP), and 0.4% 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*
Rock Island	7	105	0	0	112	0	108	3	1
Thurgood Marshall	12	130	0	1	141	0	132	9	1
Total	19	235	0	1	253	0	240	12	2

*DK = Don't Know.

As shown in Table 4, 8.0% of the regularly participating Rock Island and Thurgood Marshall elementary students were identified as Limited English Proficient (LEP), and 0.5% were identified as having a disability. The percentage of regularly participating students identified as qualifying for Free or Reduced Lunch (FRL) was 96.0%.

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*
Rock Island	7	98	0	0	105	0	101	3	1
Thurgood Marshall	9	87	0	1	95	0	90	5	1
Total	16	185	0	1	200	0	191	8	2

*DK = Don't Know.

As shown in Table 5, most of the enrolled Rock Island and Thurgood Marshall elementary students were identified as Black or African American (97.6%), and for regularly participating students 98.0% 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
Rock Island	0	0	109	3	0	0	0	0	0	102	3	0	0	0
Thurgood Marshall	0	0	139	2	1	0	0	0	0	95	1	0	0	0
Total	0	0	248	5	1	0	0	0	0	197	4	0	0	0
<i>* Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.</i>														

As shown in Table 6, the distribution of enrolled Rock Island and Thurgood Marshall Elementary students was 0.4% in kindergarten, 1.6% in grade 1, 16.5% in grade 2, 22.4% in grade 3, and 26.8% in grade 4, and 32.3% 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
Rock Island	0	1	0	22	26	26	37	0	0	0	0	0	0	0
Thurgood Marshall	0	0	4	20	31	42	45	0	0	0	0	0	0	0
Total	0	1	4	42	57	68	82	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 Rock Island and Thurgood Marshall Elementary students was 0.5% in kindergarten, 0.5% in grade 1, 12.9% in grade 2, 25.4% in grade 3, and 28.9% in grade 4, and 31.8% 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
Rock Island	0	1	0	22	24	24	34	0	0	0	0	0	0	0
Thurgood Marshall	0	0	1	4	27	34	30	0	0	0	0	0	0	0
Total	0	1	1	26	51	58	64	0	0	0	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, Rock Island Elementary School operated for 5 weeks during the summer, 4 days a week, for 4 hours per day. Thurgood Marshall Elementary School does not offer a summer 21st CCLC program.

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
Rock Island	5	4	4	0	0
Thurgood Marshall	-	-	-	-	-

Program guidance states that each center must operate a minimum of twelve (12) afterschool hours per week. Overall, as shown in Table 9 these Broward afterschool programs run 15 hours per week (3 hours per day and 5 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
Rock Island	36	172	5	0	0	3	0	0	0	172	0
Thurgood Marshall	36	172	5	0	0	3	0	0	0	172	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 11 paid staff members and no volunteers at Rock Island Elementary School, as shown in Table 10. There were 8 paid staff members and no volunteers at Thurgood Marshall Elementary School, as shown in Table 11.

Table 10. Regular Staff by Paid and Volunteer Status. Rock Island.

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	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	0	0	1	0
Other	0	0	0	0
Total	0	0	11	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. Thurgood Marshall.

Staff Type	Summer of 2015		2015-2016 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	2	0	5	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	1	0	1	0
Other	2	0	2	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 Rock Island Elementary and Thurgood Marshall Elementary afterschool program staff received compensation solely from 21st CCLC funds. The afterschool program staff was 95% female ($n=18$) and 5% male ($n=1$). The combined staff highest degree earned was 5% Doctorate ($n=1$), 32% Masters ($n=6$), 42% Bachelors ($n=8$), and 5% High School/GED ($n=2$).

4.3 Students-to-Staff Ratio

For the summer 2015 21st CCLC average daily attendance at Thurgood Marshall Elementary School the student to staff ratio was 12.5:1. For the 2015-2016 afterschool average daily attendance at Rock Island Elementary School, the student to staff ratio was 6.6:1 and at Thurgood Marshall Elementary School the student to staff ratio was 9.9:1.

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 18% ($n=2$) at Rock Island Elementary School and 0.0% ($n=0$) at Thurgood Marshal Elementary School.

4.6 Certified Teachers

Each of the 21st CCLC teaching staff at Rock Island Elementary School holds a valid State of Florida Professional Educator’s Certificate. All academic instruction was provided by these 7 certified teachers at Rock Island Elementary School.

Each of the 21st CCLC teaching staff at Thurgood Marshal Elementary School holds a valid State of Florida Professional Educator’s Certificate. All academic instruction was provided by 10 certified teachers at Thurgood Marshal Elementary 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 aerobic fitness as measured by pre-post 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
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

Rock Island Elementary School and Thurgood Marshal Elementary 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.

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

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>	<i>Met the stated objective</i>
4 Stars	<i>Approaching Benchmark</i>	<i>Did not meet, but progressed toward the stated objective</i>
3 Stars	<i>Meaningful Progress</i>	<i>Did not meet, but progressed toward the stated objective</i>
2 Stars	<i>Some Progress</i>	<i>Did not meet, but progressed toward the stated objective</i>
1 Star	<i>Limited Progress</i>	<i>Did not meet and no progress toward the stated objective</i>

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, 73.3% of regularly participating Rock Island and Thurgood Marshall Elementary students met this expectation, thus the objective was not met.

Table 13. Language Arts Grades – Rock Island and Thurgood Marshall 21st CCLC.

Qtr. 1 LA Grades	Qtr. 4 Language Arts Grades					Total for Qtr. 1
	A	B	C	D	F	
A	11 (9.5)	3 (2.6)	2 (1.7)	0 (0.0)	0 (0.0)	16 (13.8)
B	11 (9.5)	26 (22.4)	2 (1.7)	0 (0.0)	0 (0.0)	39 (33.6)
C	7 (6.0)	18 (15.5)	17 (14.7)	5 (4.3)	0 (0.0)	47 (40.5)
D	0 (0.0)	2 (1.7)	7 (6.0)	5 (4.3)	0 (0.0)	14 (12.1)
F	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Total for Qtr. 4	29 (25.0)	49 (42.2)	28 (24.1)	10 (8.6)	0 (0.0)	116 (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 44 out of 167 students (26.3%) 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 14, 61.7% of regularly participating Rock Island and Thurgood Marshall Elementary students met this expectation, thus the objective was not met.

Table 14. Math Grades - Rock Island and Thurgood Marshall 21st CCLC.

Qtr. 1 Math Grades	Qtr. 4 Math Grades					Total for Qtr. 1
	A	B	C	D	F	
A	5 (4.3)	4 (3.5)	0 (0.0)	0 (0.0)	0 (0.0)	9 (7.8)
B	7 (6.1)	22 (19.1)	4 (3.5)	0 (0.0)	0 (0.0)	33 (28.7)
C	3 (2.6)	15 (13.0)	24 (20.9)	1 (0.9)	0 (0.0)	43 (37.4)
D	2 (1.7)	3 (2.6)	8 (7.0)	14 (12.2)	0 (0.0)	27 (23.5)
F	0 (0.0)	1 (0.9)	1 (0.9)	0 (0.0)	1 (0.9)	3 (2.6)
Total for Qtr. 4	17 (14.8)	45 (39.1)	37 (32.2)	15 (13.0)	1 (0.9)	115 (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 57 out of 165 students (34.5%) 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, 75% of the regularly participating students will improve their science as measured by report cards 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 15, 78.4% of regularly participating Rock Island and Thurgood Marshall Elementary students met this expectation, thus the objective was met.

Table 15. Science - Rock Island and Thurgood Marshall 21st CCLC.

Qtr. 1 Science Grades	Qtr. 4 Science Grades					Total for Qtr. 1
	A	B	C	D	F	
A	7 (6.0)	3 (2.6)	0 (0.0)	0 (0.0)	0 (0.0)	10 (8.6)
B	10 (8.6)	22 (19.0)	4 (3.4)	0 (0.0)	0 (0.0)	36 (31.0)
C	1 (0.9)	29 (25.0)	16 (13.8)	1 (0.9)	1 (0.9)	48 (41.4)
D	0 (0.0)	5 (4.3)	13 (11.2)	2 (1.7)	0 (0.0)	20 (17.2)
F	0 (0.0)	0 (0.0)	1 (0.9)	1 (0.9)	0 (0.0)	2 (1.7)
Total for Qtr. 4	18 (15.5)	59 (50.9)	34 (29.3)	4 (3.4)	1 (0.9)	116 (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 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 21 out of 61 students (34.4%) 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 69 of 123 elementary students; thus, 56.1% 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 33 of 96 elementary students; thus, 34.4% of students met this objective and the criterion (80%) was not met.

Goal 3: Enhance Behavior and Problem Solving

9. Objective 9: 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 97 of 131 elementary school students; thus, 74.0% of students met this objective and the criterion (80%) was approached, but not met.

Table 16. Conduct Grades - Rock Island and Thurgood Marshall 21st CCLC.

Qtr. 1 Conduct Grades	Qtr. 4 Conduct Grades					Total for Qtr. 1
	A	B	C	D	F	
A	20 (15.3)	8 (6.1)	4 (3.1)	1 (0.8)	0 (0.0)	33 (25.2)
B	35 (26.7)	7 (5.3)	14 (10.7)	2 (1.5)	1 (0.8)	59 (45.0)
C	14 (10.7)	8 (6.1)	7 (5.3)	5 (3.8)	0 (0.0)	34 (26.0)
D	0 (0.0)	3 (2.3)	2 (1.5)	0 (0.0)	0 (0.0)	5 (3.8)
F	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Total for Qtr. 4	69 (52.7)	26 (19.8)	27 (20.6)	8 (6.1)	1 (0.8)	131 (100.0)

Goal 4: 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).

For parents of Rock Island and Thurgood Marshall Elementary School students, 45 of 45 parents reported a knowledge increase as a result of the recorded event; thus, 100% of parents met this objective and the criterion (65%) was 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, 81 parents completed the parent survey. A majority of respondents were female (75.9%) and a majority identified their ethnicity as African American or Black (94.9%). 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 (96.3%). Parents reported staff was able to work with their children (96.3%) and a majority reported staff related well to parents (100.0%). A majority of parents (97.5%) reported some level of satisfaction with program services and satisfaction with meals and snacks (100.0%). In addition, a majority of parents (98.8%) 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 (97.5%) and the program's success in helping them to become more involved in their child's education (94.9%). When questioned if parents felt their child was happy in the program, (96.3%) of respondents reported to be "satisfied" or "very satisfied." In addition, a majority of parents (92.6%) 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 (93.8%), to stay out of trouble (95.1%), and to learn to appreciate other cultures (94.9%).

A majority of parents (93.8%) reported they would recommend the program to other parents and they would enroll their child in the program if it were offered next year (92.6%). Given the scenario that program services would no longer be available, a majority of respondents indicated participating in another afterschool program (54.4%), cared for by a parent (12.7%), cared for by a sibling (7.6%), cared for by another relative (7.6%), their children would be home alone (5.1%), cared for by a friend or neighbor (5.1%), or other (7.6%).

Only a quarter of the parents (25.9%) responded to the open-ended items. The most prevalent themes were “good program; don’t change anything” (13.6%) and “expand program: more hours, weekends, summers” (3.7%).

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 148 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 (76.7%), quality of homework turned in (77.4%), improved class participation (75.8%), improvement for volunteerism in the classroom (70.6%), attending class regularly (75.4%), being attentive in class (73.8%), and behaving well in class (77.4%). Teachers also indicated “improved” or “did not need to improve” on academic performance (76.7%), students coming to school motivated to learn (74.6%), getting along well with other students (72.4%), and improvement in student self-efficacy - belief they can do well in school (77.4%). Teachers indicated “improved” or “did not need to improve” on parents’ interest and involvement in their child’s schooling (67.1%).

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 147 students in 1st through 5th grade completed the survey. As shown in Table 17, 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 17. 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?	115 (83.3)	19 (13.8)	4 (2.9)
Did your afterschool program have adults who care about you?	109 (80.1)	22 (16.2)	5 (3.7)
Did you feel safe at your afterschool program?	115 (84.6)	19 (14.0)	2 (1.5)
Did your afterschool program help you get along well with others?	86 (63.7)	35 (25.9)	14 (10.4)
Did your afterschool program help you understand that following rules is important?	125 (92.6)	8 (5.9)	2 (1.5)
Did your afterschool program help you solve problems in a positive way?	101 (74.3)	30 (22.1)	5 (3.7)
Did your afterschool program help you with your homework?	113 (83.7)	17 (12.6)	5 (3.7)
Did your afterschool program help you improve your grades?	104 (78.2)	21 (15.8)	8 (6.0)

5.5 Student Success Snapshot

The student selected for this snapshot was a 3rd grader at Thurgood Marshall 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, “I learned two different things, prefix and suffix, which help me in class.” When asked what the student liked best about the program, the student said, “I like the teachers best, because they make learning fun and help me feel that I’m going to pass.”

This student was asked what you would change in the program. The student would prefer to have more homework time. When asked for something new the student learned in the afterschool program, the student replied, “How to find main ideas, prefix, and suffix. I understand it better.”

The student had nothing to add when asked if there was anything the student would like to share about the afterschool program that everyone should know. In a further discussion, the student's mother said she wishes that they had more time to complete their homework, saying, "When parents get off work it's late and the kids come home with their homework incomplete." She added it's hard because now the student has to stay up later to complete the homework. The mother also would like the program to offer more physical activities.

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 21, 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 18. 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
Rock Island Elementary	SD	No	Facilities
Thurgood Marshall Elementary School	SD	No	Facilities
CTACE (Career, Technical, Adult and Community	SD	No	Support-Parent and Community Engagement, Provide opportunities for economic and

Agency Name	Type of Organization	Sub-Contractor (Yes/No)	Type of Service Provided
Education)			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 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.
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.