

**Summative Report for
Grant #060-2445B-5CCC1**

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

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**2014-2015 Broward Estates Elementary and Parkway Middle
21st Century Community Learning Centers
Summative Evaluation**

1.0 Student Enrollment And Attendance

Federal and state reporting requires the tracking of students in two categories: total enrolled students and regularly participating students. Total enrolled or “enrollment” in the program is categorized by student attendance of at least one day in the 21st CCLC program during the program reporting period. “Regularly participating” is categorized as student attendance of more than 30-days throughout the program reporting period. Student monthly attendance for each center was submitted electronically and aggregated for reporting by component and category. This award was for two schools, one elementary (Broward Estates) and the other middle (Parkway). As shown in Table 1, a total of 174 students were in attendance at least one day during the project reporting period, and 117 students participated 30 or more days. Overall, 90% of the enrolled elementary students participated 30 or more days, and 48% of the enrolled middle school students participated 30 or more days. What we have found is that participating middle school students have so many extracurricular activities that draw them away after initial enrollment in the program. During the current programming year, program administration will be working to accommodate middle school student participation in 21st CCLC while also engaging students in their chosen activities.

Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2014 and School Year 2014-2015.

Site Name	Total Enrolled Attending (at least one day)				Regularly Participating Enrollment (30 days or more)			
	Summer Only	School Year Only	Both Summer AND School Year	Total	Summer Only	School Year Only	Both Summer AND School Year	Total
Broward Estates	0	80	0	80	0	72	0	72
Parkway	0	94	0	94	0	45	0	45
Total	0	174	0	174	0	117	0	117

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.

2.0 Student and Family Demographics

As shown in Table 2, the percentages by gender for the regularly participating elementary students (Broward Estates) were 43% male and 57% female. Of the regularly participating middle school students (Parkway), 60% were male and 40% were female.

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

Site Name	Total Participating Students			Regularly Participating Students		
	Gender			Gender		
	Male	Female	DK*	Male	Female	DK*
Broward Estates	34	46	-	31	41	-
Parkway	63	31	-	27	18	-
Total	97	77	0	58	59	0

*DK = Don't Know.

As shown in Table 3, 11% of the enrolled elementary students (Broward Estates) were identified as Limited English Proficient (LEP), and 12.5% were identified as having a disability. Also, 18% of the enrolled middle students (Parkway) were identified as Limited English Proficient (LEP), and 12% were identified as having a disability.

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

Site Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
Broward Estates	9	71	-	10	70	-
Parkway	17	77	-	11	83	-
Total	26	148		21	153	

*DK = Don't Know.

As shown in Table 4, 11% of the regularly participating elementary students (Broward Estates) were identified as Limited English Proficient (LEP), and 14% were identified as having a disability. Also, 22% of the regularly participating middle students (Parkway) were identified as Limited English Proficient (LEP), and 11% were identified as having a disability.

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

Site Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
Broward Estates	8	64	-	10	62	-
Parkway	10	35	-	5	40	-
Total	18	99		15	102	

*DK = Don't Know.

As shown in Table 5, most of the enrolled elementary students (Broward Estates) were identified as Black or African American (96%), and for regularly participating students 97% were identified as Black or African American. At the middle school level (Parkway), 91.5% of enrolled students were identified as Black or African American and 89% of the regularly participating students were identified as Black or African American.

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

Site Name	Total Participating Students						Regularly Participating Students					
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Multiracial	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Multiracial
Broward Estates	1	0	77	1	0	1	1	0	69	0	0	1
Parkway	0	0	86	5	2	1	0	0	40	2	2	1
Total	1	0	163	6	2	2	1	0	109	2	2	2

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

As shown in Table 6, the distribution of enrolled students at the elementary school (Broward Estates) was 44% in grade 3, 31% in grade 4, and 25% in grade 5. The distribution of enrolled students at the middle school (Parkway) was 22% in grade 6, 48% in grade 7, and 30% 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
Broward Estates	0	0	0	0	35	25	20	0	0	0	0	0	0	0
Parkway	0	0	0	0	0	0	0	21	45	28	0	0	0	0
Total	0	0	0	0	35	25	20	21	45	28	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 regularly participating students at the elementary school (Broward Estates) was 46% in grade 3, 31% in grade 4, and 24% in grade 5. The distribution of regularly participating students at the middle school (Parkway) was 20% in grade 6, 51% in grade 7, and 29% in grade 8.

Table 7. Student Grade for Regularly Participating Students.

Site Name	Grade In School*													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Broward Estates	0	0	0	0	33	22	17	0	0	0	0	0	0	0
Parkway	0	0	0	0	0	0	0	9	23	13	0	0	0	0
Total	0	0	0	0	33	22	17	9	23	13	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 8, the percentage of enrolled students qualifying for Free or Reduced Lunch (FRL) at the elementary school (Broward Estates) was 94%. The percentage of enrolled students qualifying for FRL at the middle school (Parkway) was 84%.

Table 8. Free/Reduced Lunch Status of Total Participating Students.

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK
Broward Estates	68	4	8
Parkway	79	15	-
Total	147	19	8

*DK = Don't Know.

As shown in Table 8, the percentage of regularly participating students qualifying for Free or Reduced Lunch (FRL) at the elementary school (Broward Estates) was 94%. The percentage of regularly participating students qualifying for FRL at the middle school (Parkway) was 84%.

Table 9. Free/Reduced Lunch Status of Regularly Participating Students.

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK
Broward Estates	63	4	5
Parkway	38	7	-
Total	101	11	5

*DK = Don't Know.

3.0 Program Operations

Federal and state reporting guidelines require the reporting of typical operations. The 21st CCLC 2014-15 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 10, neither the elementary program (Broward Estates) nor the middle program (Parkway) operated during the summer 2014. (This is a new grant program that began operations in the fall of 2014.)

Table 10. Summer 2014 Operation.

Site Name	Total number of weeks THIS site was open:	Typical number of days per week THIS site was open:	Typical number of hours per week THIS site was open on:		
			Weekdays	Weekday Evenings	Weekends
Broward Estates	-	-	-	-	-
Parkway	-	-	-	-	-

Program guidance states that each center must operate a minimum of twelve (12) afterschool hours per week. Overall, as shown in Table 11 these Broward afterschool programs ran three hours per day and five days per week.

Table 11. School Year 2014-2015 Operation.

Site Name	Total # weeks THIS site was open	Total # days THIS site was open	Typical # days per week THIS site was open	Typical # hours per week THIS site was open				Total # days THIS site operated			
				Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends/ Holidays
Broward Estates	32.8	164	5	-	-	15	4			104	3
Parkway	34.8	174	5			15	4			78	9

4.0 Staff Characteristics

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. Staff documentation indicated the project acquired the appropriate number of student to staff ratio for all activities as per contracted guidelines. Subsequent observations during site visitations verified that appropriate student to staff ratios was being maintained. For 2014-15 school year, there were 11 paid staff members and 2 volunteers at Broward Estates Elementary School, as shown in Table 12. There were 8 paid staff members and 2 volunteers at Parkway Middle Schools, as shown in Table 13.

Table 12. Regular Staff by Paid and Volunteer Status. Broward Estates

Staff Type	Summer of 2014		2014-2015 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	0	0	4	0
Center administrators and coordinators	0	0	1	0
Youth development workers and non-school day staff with college degree or higher	0	0	0	1
Other non-teaching school day staff	0	0	4	0
Parents	0	0	0	1
Other non-school day staff with some or no college	0	0	2	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 13. Regular Staff by Paid and Volunteer Status. Parkway

Staff Type	Summer of 2014		2014-2015 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	0	0	4	0
Center administrators and coordinators	0	0	1	0
Other non-teaching school day staff	0	0	3	0
Parents	0	0	0	1
College students	0	0	0	1

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 total 21st CCLC program enrollment at Broward Estates Elementary School, the student to staff ratio was 7.3:1 and the student to staff ratio for the regularly participating students was 6.5:1. Based on total 21st CCLC program enrollment at Parkway Middle School, the student to staff ratio was 11.8:1 and the student to staff ratio for the regularly participating students was 5.6:1.

4.3 Staff Training

All 21st CCLC program staff participated in an initial orientation session in October. Subsequent staff development meetings were held in November, December, March, and June to discuss program plans, aspirations and concerns.

5.0 Objectives and Outcomes

5.1 Objective Assessment

With the assistance of the 21st Century Community Learning Center's Administrative Support team, Broward County Public Schools 21st CCLC participated in standardization of their proposed objectives. The standardization process created success criterion that will gauge the 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 reading comprehension was stated as follows, “By the end of the program year, 80% of the regularly participating students will improve or maintain proficient reading comprehension skills and demonstrated by report card grades (C or better), district assessment scores (FAIR) and state assessments.”

As shown in Table 14, 89.3% of regularly participating Broward Estates students met this expectation, thus the objective was met. Since the state has not provided Florida State Assessment results, this element of the evaluation cannot be performed.

Table 14. Language Arts Grades - Broward Estates 21st CCLC.

Qtr. 1 LA Grades	Qtr. 4 Language Arts Grades					Total for Qtr. 1
	A	B	C	D	F	
A	6 (10.7)	6 (10.7)	1 (1.8)			13 (23.2)
B	2 (3.6)	16 (28.6)	2 (3.6)		1 (1.8)	21 (37.5)
C		6 (10.7)	9 (16.1)	2 (3.6)		17 (30.4)
D			2 (3.6)	3 5.4		5 (8.9)
F						
Total for Qtr.	8 (14.3)	28 (50.0)	14 (25.0)	5 (8.9)	1 (1.8)	56 (100.0)

As shown in Table 15, 86.3% of regularly participating Parkway students met this expectation, thus the objective was met. Since the state has not provided Florida State Assessment results, this element of the evaluation cannot be performed.

Table 15. Language Arts Grades - Parkway 21st CCLC.

Qtr. 1 LA Grades	Qtr. 4 Language Arts Grades								Total for Qtr. 1
	A	B+	B	C+	C	D+	D	F	
A	5 11.4%	1 2.3%	1 2.3%						7 15.9%
B+			2 4.5%						2 4.5%
B	2 4.5%	4 9.1%	5 11.4%						11 25.0%
C+	1 2.3%		1 2.3%	1 2.3%					3 6.8%
C		1 2.3%	1 2.3%	2 4.5%	4 9.1%		1 2.3%		9 20.5%
D+			1 2.3%	1 2.3%					2 4.5%
D				1 2.3%	4 9.1%		3 6.8%		8 18.2%
F							1 2.3%	1 2.3%	2 4.5%
Total for Qtr. 4	8 18.2%	6 13.6%	11 25.0%	5 11.4%	8 18.2%	0 0.0%	5 11.4%	1 2.3%	44 100.0%

2. Objective 2: The performance objective for math was stated as follows, “By the end of the program year, 80% of the regularly participating students will improve or maintain proficiency in math skills as demonstrated by report card grades and state assessments.”

As shown in Table 16, 91.1% of regularly participating Broward Estates students met this expectation, thus the objective was met. Since the state has not provided Florida State Assessment results, this element of the evaluation cannot be performed.

Table 16. Math Grades - Broward Estates 21st CCLC.

Qtr. 1 Math Grades	Qtr. 4 Math Grades					Total for Qtr. 1
	A	B	C	D	F	
A	10 17.9%	2 3.6%	1 1.8%			13 23.2%
B	7 12.5%	14 25.0%	3 5.4%			24 42.9%
C	1 1.8%	4 7.1%	7 12.5%			12 21.4%
D			2 3.6%	5 8.9%		7 12.5%
F						0 0.0%
Total for Qtr. 4	18 32.1%	20 35.7%	13 23.2%	5 8.9%	0 0.0%	56 100.0%

As shown in Table 17, 90.4% of regularly participating Parkway students met this expectation, thus the objective was met. Since the state has not provided Florida State Assessment results, this element of the evaluation cannot be performed.

Table 17. Math Grades - Parkway 21st CCLC.

Qtr. 1 Math Grades	Qtr. 4 Math Grades								Total for Qtr. 1
	A	B+	B	C+	C	D+	D	F	
A	7 16.7%		1 2.4%						8 19.0%
B+	1 2.4%	2 4.8%	1 2.4%						4 9.5%
B	4 9.5%	2 4.8%	2 4.8%	2 4.8%	1 2.4%				11 26.2%
C+			1 2.4%	1 2.4%	2 4.8%				4 9.5%
C			2 4.8%	4 9.5%	1 2.4%				7 16.7%
D+					2 4.8%	1 2.4%			3 7.1%
D						1 2.4%	1 2.4%		2 4.8%
F					2 4.8%			1 2.4%	3 7.1%
Total for Qtr. 4	12 28.6%	4 9.5%	7 16.7%	7 16.7%	8 19.0%	2 4.8%	1 2.4%	1 2.4%	42 100.0%

3. **Objective 3:** The performance objective for science was stated as follows, “By the end of the program year, 80% of the regularly participating students will improve or maintain proficient academic performance in science or STEM skills as demonstrated by report card grades (C or better) and state assessments.”

As shown in Table 18, 94.6% of regularly participating Broward Estates students met this expectation, thus the objective was met. Since the state has not provided Florida State Assessment results, this element of the evaluation cannot be performed.

Table 18. Science - Broward Estates 21st CCLC.

Qtr. 1 Science Grades	Qtr. 4 Science Grades					Total for Qtr. 1
	A	B	C	D	F	
A	15 26.8%	4 7.1%	1 1.8%			20 35.7%
B	10 17.9%	9 16.1%	6 10.7%	1 1.8%		26 46.4%
C	2 3.6%	3 5.4%	2 3.6%	1 1.8%		8 14.3%
D				1 1.8%		1 1.8%
F		1 1.8%				1 1.8%
Total for Qtr. 4	27 48.2%	17 30.4%	9 16.1%	3 5.4%	0 0.0%	56 100.0%

As shown in Table 19, 95.4% of regularly participating Parkway students met this expectation, thus the objective was met. Since the state has not provided Florida State Assessment results, this element of the evaluation cannot be performed.

Table 19. Science Grades - Parkway 21st CCLC.

Qtr. 1 Science Grades	Qtr. 4 Science Grades								Total for Qtr. 1
	A	B+	B	C+	C	D+	D	F	
A	2 4.5%	4 9.1%	1 2.3%						7 15.9%
B+	1 2.3%	1 2.3%	1 2.3%						3 6.8%
B		4 9.1%	11 25.0%		2 4.5%				17 38.6%
C+			3 6.8%	1 2.3%					4 9.1%
C		2 4.5%	1 2.3%	3 6.8%	5 11.4%	1 2.3%			12 27.3%
D+									0 0.0%
D									0 0.0%
F								1 2.3%	1 2.3%
Total for Qtr. 4	3 6.8%	11 25.0%	17 38.6%	4 9.1%	7 15.9%	1 2.3%	0 0.0%	1 2.3%	44 100.0%

Goal 2: Improve Awareness of Healthy Behaviors

4. Objective 4: By the end of the program year, 80% of regularly participating students will demonstrate increased awareness of proper nutrition as evidenced by increased pre/post nutritional assessment scores.
5. Objective 5: By the end of the program year, 80% of regularly participating students will demonstrate increased physical fitness as evidenced by pre, mid & post PACER assessments.

The project partnered with the YMCA of Broward County to facilitate nutrition, physical fitness programming and activities. The contracted partner was required to administer and collect pre-mid-post assessment data; however, the partner neglected to meet this contractual obligation. This activity has been incorporated into district programming to ensure that future data collection needs are met.

Goal 3: Enhance Behavior and Problem Solving

6. Objective 6: By the end of the program year, 80% of regularly participating students will indicate increased awareness of character development as evidenced by increased pre, mid & post character assessment scores.
7. Objective 7: 80% of regularly participating students will increase their scores on the United Way Curriculum pre/post test.

The project partnered with the United Way of Broward County to facilitate social/emotional and Alcohol, Tobacco, and Other Drug (ATOD) programming and activities. The contracted partner was required to administer and collect pre-mid-post assessment data; however, the partner neglected to meet this contractual obligation. This activity has been incorporated into district programming to ensure that future data collection needs are met. In an effort to assess Character Education, the district utilized conduct grades in lieu of the missing partner data that aligned with the stated objective. Conduct grades were assigned by the classroom teacher. The results showed that 20.8% of the students did not exhibit appropriate behavior. Thus, 79.2% of the students did exhibit acceptable behavior. This objective was not met; however, the results should be read with caution because all 72 students had decreased 4th quarter conduct grades.

Goal 4: Increase Parental Involvement

8. Objective 8: By the end of the program year, 90% of the adult family members responding to parent survey will report their satisfaction with the program.

Parent surveys results were provided electronically from the FLDOE 21st CCLC statewide evaluation unit and utilized to measure parent satisfaction. Question #5 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 ($n=28$) 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, 18 parents responded very satisfied, 8 satisfied, and 2 were not sure. This objective was met with 93% of responding parents reported being satisfied with the program as a whole.

9. Objective 9: By the end of the program year, 80% of the adult family members of regularly participating students will demonstrate increased parental involvement on 21st CCLC teacher survey.

Regular school day teacher surveys results were provided electronically from the FLDOE 21st CCLC statewide evaluation unit and utilized to measure parent involvement. Question #12 of the survey: *Have the student's parents become more interested and/or involved in their child's schooling* was utilized to demonstrate increased parent involvement. Teacher survey results reviewed indicated ($n=2$) surveys were completed for regularly participating students. Teacher responses to this item were recorded on an 8-point scale from 1=Significant Decline to 8=Did not need to improve. Compiling the data, one teacher rated parent involvement with significant improvement and one teacher rated it with slight improvement. This objective was met with 100% of responding teachers reporting increased parental involvement.

10. Objective 10: By the end of the program year, 80% of adult family members of regularly participating students will attend at least one family event

Parent night events were facilitated monthly during the shortened program period from January to May. 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:

- Ultimate Selfie-Broward Estates & Parkway Middle (January 2015)
- Parent University: Computer Based Programs-Broward Estates (February 2015)
- A century of Black Life, History, and Culture-Broward Estates (February 2015)
- Parent Meeting: Pinnacle and Beep Overview-Parkway Middle (March 2015)
- Parent Meeting: Florida Standards Assessment Overview-Broward Estates (March 2015)
- Good Talks, Good Eats- Broward Estates & Parkway Middle (April 2015)
- Expression Through Art- Broward Estates (May 2015)

Parent participation rosters indicated that 33 unduplicated parents attended one or more events. These parents represent 28% of regularly participating students. Since the objective assessment threshold was 80%, this objective was not met.

11. Objective 11: By the end of the program year, 80% 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. 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). Summative results for three of these events (Broward Estates, February 27 and April 15; and Parkway, April 15) found 100% of the parents at each of the three programs (N=24, 5, 4) in agreement that their knowledge had increased. Parent comments were very favorable about the event.

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 integral to the continuous improvement process and therefore, should be carefully examined for lessons learned or areas in need of improvement or further discussion.

Parent surveys 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 a key indicator 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, 30 parents completed the parent survey. A majority of respondents were female (76.7%) and all but one identified their ethnicity as African American or Black (96.7%). A majority of parents (92.9%) 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 (100%). Parents reported staff was able to relate to their children (93.1%) and a majority reported staff related well to parents (89.7%). A majority of parents (93.1%) reported some level

of satisfaction with program services and satisfaction with meals and snacks (89.7%). In addition, a majority of parents (96.6%) were also satisfied with the safety of the program environment; however, one parent was very unsatisfied.

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 (93.3%) and the program's success in helping them to become more involved in their child's education (96.7%). When questioned if parents felt their child was happy in the program, (93.3%) of respondents reported to be "satisfied" or "very satisfied." In addition, a majority of parents (96.7%) 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 (96.7%), to stay out of trouble (93.3%), and to learn to appreciate other cultures (90.0%).

A majority of parents (90.0%) reported they would recommend the program to other parents and they would enroll their child in the program if it were offered next year (90.0%). Given the scenario that program services would no longer be available, a majority of respondents indicated their children would be cared for by a parent (33.3%), participating in another afterschool program (23.3%), cared for by another relative (20.0%), home alone (10.0%), or cared for by a sibling (6.7%). Additionally, parent open-ended responses provided feedback in the areas of program administration, curriculum, and parent program satisfaction. Four parent responses (40%) indicated they were satisfied with the program. Four parent responses (40%) recommended program administrative changes such as: addressing bullying ASAP, phone access for program staff once front office closes, earlier release time, and transportation to bring child home. Two parent responses (20%) recommended changes to communication and pacing of curriculum.

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 2 regularly participating students.

The majority of teachers indicated that they saw slight to moderate improvement for students turning in their homework on time (100%). They also reported moderate to significant improvement in the quality of homework turned in (100%). Teachers reported students showed moderate to significant improvement in class participation (100%), significant improvement for volunteerism in the classroom (100%), significant improvement in class attendance (100%); and slight to significant improvement in positive class behavior (100%). Most importantly, the teachers indicated moderate to significant improvement in student academic performance (100%). Teachers also reported no change (50%) and significant improvement (50%) in students coming to school motivated to learn. Teachers also reported no change (50%) and significant improvement (50%) in students getting along well with other students. Teachers reported (100%) slight to significant improvement in student self-efficacy, belief they can do well in school. Teachers responded (100%) slight to significant improvement of parents' interest and involvement in their child's schooling.

Student Surveys

Elementary student surveys consisted of 8 questions with a majority of questions rated on a three point Likert scale: "definitely," "somewhat," or "not at all." Students in 3rd through 5th grade completed the survey for a total of 48 responses. Middle school students in 6th thru 8th grade completed all 12 survey items for a total of 36 responses. As shown in Table 20, on every question asked it appears that students rated these aspects of the program in a very favorable light.

Table 20. 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?	65 80.2	14 17.3	2 2.5
Did your afterschool program have adults who care about you?	68 84.0	11 13.3	2 2.5
Did you feel safe at your afterschool program?	55 67.9	19 23.5	7 8.6
Did your afterschool program help you get along well with others?	39 48.1	31 38.3	11 13.6

Survey Question	☺ Definitely	☹ Somewhat	☹ Not at all
	<i>n</i>	<i>n</i>	<i>n</i>
	%	%	%
Did your afterschool program help you understand that following rules is important?	69 85.2	10 12.3	2 2.5
Did your afterschool program help you solve problems in a positive way?	54 66.7	21 25.9	6 7.4
Did your afterschool program help you with your homework?	58 71.6	15 18.5	8 9.9
Did your afterschool program help you improve your grades?	52 64.2	22 27.2	7 8.6
Did your afterschool program help you understand setting goals is important? (<i>middle school only</i>)	21 67.7	9 29.0	1 3.2
Did your afterschool program help you understand how to make career choices? (<i>middle school only</i>)	18 58.1	11 35.5	2 6.5
Did your afterschool program help you understand that doing drugs is wrong? (<i>middle school only</i>)	22 71.0	4 12.9	5 16.1
Did your afterschool program help you understand that violence is wrong? (<i>middle school only</i>)	25 80.6	4 12.9	2 6.4

Middle school students were asked, “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 (22.6%), older sibling (10.7%), friends (17.9%), alone by myself (8.3%). Since students were asked to “check all that apply,” it is obvious that many students did not respond to this item and of those responding, the most prevalent response indicated the student would be without adult supervision during the hours of the afterschool program.

5.3 Student Success Snapshot

The student we have selected for the “Student Success Snapshot” is a middle school student who went up grade-wise in each of the measures we were recording (language arts, math, and science). The parts of the 21st CCLC program that the student said helped the most in school were the explanations and labs. When asked what were the best parts of the program, the student responded the games that focused on history, and outside activities. How to build a bridge out of different materials was the illustration the student gave about something new learned in the

afterschool program. When asked if there was anything you would share about your afterschool program that everyone should know, the student emphasized that the program was hands-on, they learned to build things, and they got to participate in various activities.

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 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 21. Partnerships and Sub-Contracts.

Agency Name	Type of Organization	Sub-Contractor (Yes/No)	Type of Service Provided
Broward County Public Schools	SD	No	Facilities
Broward Education Foundation		No	Financial Support for tutoring, mentoring, and service delivery
United Way of Broward County	CBO	Yes	Provided Social Emotional and Character Education curriculum
African Ancestry, Inc.	CBO	Yes	Provided Ultimate Selfie curriculum and parent event content.

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 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

- So much was learned in the program administration's first year with 21st CCLC that will influence future planning and operations.
- The vagueness for program personnel of implementing the grant as proposed has taken a realistic down to earth understanding of the program personnel roles.
- Data collected by hand lends too many opportunities for incomplete and inaccurate data.
- Program developed data sources need to be administered and completed as scheduled.
- Student recruitment need be planned for in advance.
- Subcontractors can only be paid after their deliverables are received.

Recommendations

1. It is suggested that administrative personnel pull student data from the district database.
2. It is recommended that the program facilitate timely administration of the federal parent, teacher, and student surveys.
3. The program should work with the outside evaluator to review parent event data for trends, successes, and areas for improvement.
4. It is recommended that the evaluation team developed parent event survey be administered after each facilitated parent event and the data entered into the 21st CCLC student information system.
5. It is recommended that physical fitness, nutrition, and social emotional programming data collection be taken over by the school district 21st CCLC administrative team.
6. It is recommended that the program data be collected in a timely manner (as scheduled) and provided to the program evaluator (immediately).