

**Summative Report for
Grant #060-2445B-5CCC7**

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

Project Director – Tresha Fletcher

Compiled by Dr. John Enger

10/1/2015

TABLE OF CONTENTS

1.0 Student Enrollment And Attendance	1
<i>Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2014 and School Year 2014-2015.....</i>	1
2.0 Student and Family Demographics	1
<i>Table 2. Student Demographics for Total Participating Students (All Students Served) and Regularly Participating Students.....</i>	2
<i>Table 3. Students with Special Needs: Total Participating Students.....</i>	2
<i>Table 4. Students with Special Needs: Regularly Participating Students.....</i>	2
<i>Table 5. Student Race and Ethnicity: Total and Regularly Participating Students.....</i>	3
<i>Table 6. Student Grade for Total Participating Students.....</i>	3
<i>Table 7. Student Grade for Regularly Participating Students.....</i>	4
<i>Table 8. Free/Reduced Lunch Status of Total Participating Students.....</i>	4
<i>Table 9. Free/Reduced Lunch Status of Regularly Participating Students.....</i>	4
3.0 Program Operations	5
<i>Table 10. Summer 2014 Operation.....</i>	5
<i>Table 11. School Year 2014-2015 Operation.....</i>	5
4.0 Staff Characteristics	5
<i>Table 12. Regular Staff by Paid and Volunteer Status - North Fork.....</i>	6
<i>Table 13. Regular Staff by Paid and Volunteer Status – Walker.....</i>	6
4.2 Students-to-Staff Ratio	6
4.3 Staff Training.....	7
<i>Table 14. Math Grades – North Fork and Walker 21st CCLC.....</i>	8
<i>Table 15. Science - North Fork and Walker 21st CCLC.....</i>	9
5.2 Other Findings.....	11
Parent Surveys.....	12
Teacher Surveys	13
Student Surveys	13
<i>Table 16. Student Survey Results.....</i>	13
5.3 Student Success Snapshot.....	14
5.4 Overall Findings for Each Objective.....	14

6.0 Progress Toward Sustainability	15
<i>Table 17. Partnerships and Sub-Contracts</i>	15
7.0 Lessons Learned And Recommendations	15
<i>21st CCLC program impact</i>	15
<i>Lessons Learned</i>	15
<i>Recommendations</i>	16

2014-2015 North Fork and Walker Elementary 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 elementary schools (North Fork and Walker). As shown in Table 1, a total of 210 students were in attendance at least one day during the project reporting period, and 174 students participated 30 or more days. Overall, 83% of the enrolled elementary students participated 30 or more days.

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
North Fork	17	85	20	122	0	66	20	86
Walker	0	88	0	88	0	88	0	88
Total	17	173	20	210	0	154	20	174

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 North Fork and Walker regularly participating students were 44% male and 56% 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	64	58	-	43	43	-
Walker	34	54	-	34	54	-
Total	98	112	0	77	97	0

*DK = Don't Know.

As shown in Table 3, 5.7% of the enrolled North Fork and Walker elementary students were identified as Limited English Proficient (LEP), and 8.6% 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*
North Fork	8	114	-	9	113	-
Walker	4	84	-	9	79	-
Total	12	198		18	192	

*DK = Don't Know.

As shown in Table 4, 5.7% of the regularly participating North Fork and Walker elementary students were identified as Limited English Proficient (LEP), and 7.6% 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*
North Fork	6	80	-	4	79	-
Walker	4	84	-	9	79	-
Total	10	164		13	158	

*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 (96%), and for regularly participating students 96% 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
North Fork	0	0	115	3	2	2	0	0	81	3	2	0
Walker	0	0	86	2	0	0	0	0	86	2	0	0
Total	0	0	201	5	2	2	0	0	167	5	2	0

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

As shown in Table 6, the distribution of enrolled North Fork and Walker students was 0.5% in grade 2, 31.9% in grade 3, and 35.2% in grade 4, and 32.4% 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	1	38	45	38	0	0	0	0	0	0	0
Walker	0	0	0	0	29	29	30	0	0	0	0	0	0	0
Total	0	0	0	1	67	74	68	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.*

As shown in Table 7, the distribution of regularly participating North Fork and Walker students was 31.6% in grade 3, 36.2% in grade 4, and 32.2% 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	26	34	26	0	0	0	0	0	0	0
Walker	0	0	0	0	29	29	30	0	0	0	0	0	0	0
Total	0	0	0	0	55	63	56	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.*

As shown in Table 8, the percentage of enrolled students qualifying for Free or Reduced Lunch (FRL) at North Fork and Walker elementary schools was 98.6%.

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

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK
North Fork	119	3	-
Walker	88	0	-
Total	207	3	0

*DK = Don't Know.

As shown in Table 8, the percentage of regularly participating North Fork and Walker students qualifying for Free or Reduced Lunch (FRL) was 99.4%.

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

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK
Broward Estates	85	1	-
Parkway	88	0	-
Total	173	1	0

*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, North Fork Elementary operated during Summer 2014 with 3.2 weeks of operation at four hours per day.

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
North Fork	3.2	4	16	-	-
Walker	-	-	-	-	-

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
North Fork	33	170	5	-	-	15	-	-	-	170	-
Walker	34.8	164	5	-	-	15	-	-	-	164	-

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 1 volunteer at North Fork Elementary School, as shown in Table 12. There were 11 paid staff members and no volunteers at Walker Elementary School, as shown in Table 13.

Table 12. Regular Staff by Paid and Volunteer Status - North Fork.

Staff Type	Summer of 2014		2014-2015 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	4	0	4	0
Center administrators and coordinators	1	0	1	0
Youth development workers and non-school day staff with college degree or higher	0	1	0	0
Other non-teaching school day staff	4	0	4	0
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 – Walker.

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	4	0
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.

4.2 Students-to-Staff Ratio

Based on total 21st CCLC program enrollment at North Fork Elementary, the student to staff ratio was 11.1:1 and the student to staff ratio for the regularly participating students was 7.8:1. Based on total 21st CCLC program enrollment at Walker Elementary School, the student to staff ratio was 8.0:1 and the student to staff ratio for the regularly participating students was 8.0:1.

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 math was stated as follows, “By the end of the program year, Seventy-five percent (75%) of regularly participating students will increase their math performance as measured by Florida Assessment criteria for achievement of learning gains in Math.”

The official objective assessment plan approved by the State 21st CCLC program office designated quarterly grades as the objective assessment for math performance. As shown in Table 14, 89.7% of regularly participating North Fork and Walker 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. 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 10.3%	3 3.8%				11 14.1%
B		13 16.7%	2 2.6%			15 19.2%
C		4 5.1%	30 38.5%	1 1.3%		35 44.9%
D			10 12.8%	6 7.7%		16 20.5%
F				1 1.3%		1 1.3%
Total for Qtr. 4	8 10.3%	20 25.6%	42 53.8%	8 10.3%	0 0.0%	78 100%

2. Objective 2: The performance objective for science was stated as follows, “By the end of the program year, Seventy-five percent (75%) of regularly participating students (attending 30 days or more) will improve science performance in state and local standards as measured by the district semi-annual benchmark assessment test.

The official objective assessment plan approved by the State 21st CCLC program office designated quarterly grades as the objective assessment for science performance. As shown in Table 15, 96.2% of regularly participating North Fork and Walker 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. 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	6 7.7%	1 1.3%				7 9.0%
B	1 1.3%	26 33.3%	5 6.4%			32 41.0%
C		8 10.3	26 33.3			34 43.6%
D			2 2.6%	3 3.8%		5 6.4%
F						0 0.0%
Total for Qtr. 4	7 9.0%	35 44.9%	33 42.3%	3 3.8%	0 0.0%	78 100.0%

Goal 2: Improve Awareness of Healthy Behaviors

3. Objective 3: By the end of the program year, Seventy-five percent (75%) of regularly participating students (attending 30 days or more) will demonstrate an increase in physical activity as measured by standard assessments from the SPARK Physical Education program.

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

4. Objective 4: By the end of the program year, Seventy-five percent (75%) of regularly participating students (attending 30 days or more) will improve their self-esteem towards themselves and their culture and community.

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.

5. Objective 5: By the end of the program year, 75% of the regularly participating students will improve conduct grades as measured by perceptual survey during the current year.

Conduct grades were assigned by the classroom teacher. The results showed that 16.8% of the students did not exhibit appropriate behavior. Thus, 83.2% of the students did exhibit acceptable behavior and the objective was met.

Goal 4: Increase Parental Involvement

6. Objective 6: 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 #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 ($n=44$) 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, 37 parents responded very satisfied and 7 satisfied. This objective was met with 100% of responding parents reported being satisfied with the program as a whole.

7. Objective 7: 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 results of surveys were not provided to the evaluator.

8. Objective 8: 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 September to May. Sign-in sheets and agendas were available for review from the FDOE deliverables website and indicated the following 11 events occurred throughout the project year:

- Literacy Night – Walker (September 2014)
- Instilling the Desire for Success in Your Child – North Fork (October 2014)
- Parent Resource Room – North Fork (December 2014)
- Ultimate Selfie- North Fork (January 2015)
- Father’s Being Involved – Walker (February 2015)
- Parent Meeting – North Fork (February 2015)
- Parent Resource Room – North Fork (March 2015)
- Family Science Night – North Fork (April 2015)
- Parents are Out of This World – Walker (April 2015)
- Parent Resource Room – North Fork (May 2015)
- Dinner with Dads – Walker (May 2015)

Parent participation rosters indicated that 94 unduplicated parents attended one or more events. These parents represent 54% of regularly participating students. Since the objective assessment threshold was 50%, this objective 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 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, 44 parents completed the parent survey. A majority of respondents were female (81.4%) and all but four identified their ethnicity as African American or Black (90.7%). All parents (100.0%) were satisfied or very satisfied with the program as a whole.

Parents were also satisfied or very satisfied with the overall warmth and friendliness of the staff (100.0%). Parents reported staff was able to relate to their children (100.0%) and a majority reported staff related well to parents (100.0%). A majority of parents (93.1%) reported some level of satisfaction with program services (95.5%) and satisfaction with meals and snacks (97.7%). In addition, all parents (100.0%) were also satisfied with the safety of the program environment.

When asked about program communication, assistance as a caregiver, and family activities, respondents reported they were satisfied with the program's success in reaching out to them as parents (100.0%) and the program's success in helping them to become more involved in their child's education (100.0%). When questioned if parents felt their child was happy in the program, (100.0%) of respondents reported to be "satisfied" or "very satisfied." In addition, a majority of parents (97.7%) 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 (97.7%), to stay out of trouble (97.7%), and to learn to appreciate other cultures (100.0%).

A majority of parents (97.6%) reported they would recommend the program to other parents and they would enroll their child in the program if it were offered next year (97.7%). 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 (66.7%), home alone (19.0%), participating in another afterschool program (7.1%), cared for by another relative (4.8%), or cared for by a sibling (2.4%). Additionally, parent open-ended responses provided feedback in the areas of program administration, curriculum, and parent program satisfaction. Seven parent responses indicated they were satisfied with the program. Three parent responses recommended program changes such as: more school work, less playtime; more activities during the program time; and different meals.

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 14 regularly participating students.

The majority of teachers indicated that they saw slight to moderate to significant improvement for students turning in their homework on time (85.8%). They also reported slight to significant improvement in the quality of homework turned in (85.8%). Teachers reported students showed slight to significant improvement in class participation (84.6%), slight to significant improvement for volunteerism in the classroom (92.9%), slight to significant improvement in class attendance (92.9%); and slight to significant improvement in positive class behavior (85.7%). Most importantly, the teachers indicated slight to significant improvement in student academic performance (100%). Teachers also reported slight to significant improvement (92.9%) in students coming to school motivated to learn. Teachers also reported slight to significant improvement (78.6%) in students getting along well with other students. Teachers reported (92.9%) slight to significant improvement in student self-efficacy, belief they can do well in school. Teachers responded (85.8%) 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 101 responses. As shown in Table 16, on every question asked it appears that students rated these aspects of the program in a very favorable light.

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?	73 74.5	25 25.5	

Survey Question	☺ Definitely	☹ Somewhat	☹ Not at all
	<i>n</i>	<i>n</i>	<i>n</i>
	%	%	%
Did your afterschool program have adults who care about you?	80 81.6	16 16.3	2 2.0
Did you feel safe at your afterschool program?	78 79.6	19 19.4	1 1.0
Did your afterschool program help you get along well with others?	63 64.3	29 29.6	6 6.1
Did your afterschool program help you understand that following rules is important?	73 74.5	25 25.5	
Did your afterschool program help you solve problems in a positive way?	67 68.4	26 26.5	5 5.1
Did your afterschool program help you with your homework?	68 69.4	22 22.4	8 8.2
Did your afterschool program help you improve your grades?	72 73.5	25 25.5	1 1.0

5.3 Student Success Snapshot

The student we have selected for the “Student Success Snapshot” is a 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 math skills. When asked what the best parts of the program were, the student responded the Y-Fit Days. How to use the butterfly method for multiplication during math 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 they really loved camp.

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 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).