

**Summative Report for
Grant #060-2445B-5CCC3**

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

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2014-2015 Rock Island and Thurgood Marshall 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, (Rock Island and Thurgood Marshall Elementary). As shown in Table 1, a total of 189 students were in attendance at least one day during the project reporting period, and 178 students (94.2%) 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
Rock Island	0	98	0	98	0	95	0	95
Thurgood Marshall	0	91	0	91	0	83	0	83
Total	0	189	0	189	0	178	0	178

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 Rock Island and Thurgood Marshall regularly participating students were 43.8% male and 56.2% 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	42	56	-	41	54	-
Thurgood Marshall	40	51	-	37	46	-
Total	82	107	0	78	100	0

*DK = Don't Know.

As shown in Table 3, 19.0% of the enrolled Rock Island and Thurgood Marshall students were identified as Limited English Proficient (LEP), and 2.6% 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*
Rock Island	7	91	-	0	98	-
Thurgood Marshall	29	62	-	5	86	-
Total	36	153		5	184	

*DK = Don't Know.

As shown in Table 4, 18.0% of the regularly participating Rock Island and Thurgood Marshall elementary students were identified as Limited English Proficient (LEP), and 2.8% 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	6	89	-	0	95	-
Parkway	26	57	-	5	78	-
Total	32	146	0	5	173	0

*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 (95.7%), and for regularly participating students 96.1% 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
Rock Island	0	0	94	1	0	0	0	0	94	1	0	0
Thurgood Marshall	0	0	84	5	2	0	0	0	77	4	2	0
Total	0	0	178	6	2	0	0	0	171	5	2	0

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

As shown in Table 6, the distribution of enrolled Rock Island and Thurgood Marshall Elementary students was 3.2% in kindergarten, 5.3% in grade 1, 13.8% in grade 2, 23.8% in grade 3, and 20.1% in grade 4, and 33.9% 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	6	10	8	25	24	25	0	0	0	0	0	0	0
Thurgood Marshall	0	0	0	18	20	14	39	0	0	0	0	0	0	0
Total	0	6	10	26	45	38	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.*

As shown in Table 7, the distribution of regularly participating Rock Island and Thurgood Marshall Elementary students was 3.3% in kindergarten, 5.1% in grade 1, 12.4% in grade 2, 25.3% in grade 3, and 19.1% in grade 4, and 34.8% 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	6	9	7	25	24	24	0	0	0	0	0	0	0
Thurgood Marshall	0	0	0	15	20	10	38	0	0	0	0	0	0	0
Total	0	6	9	22	45	34	62	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 Rock Island and Thurgood Marshall Elementary schools was 98.9%.

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

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK
Rock Island	97	1	-
Thurgood Marshall	89	1	1
Total	186	2	1

*DK = Don't Know.

As shown in Table 8, the percentage of regularly participating Rock Island and Thurgood Marshall Elementary students qualifying for Free or Reduced Lunch (FRL) was 98.9%.

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

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK
Rock Island	94	1	-
Thurgood Marshall	81	1	1
Total	175	2	1

*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 of the elementary programs 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
Rock Island	-	-	-	-	-
Thurgood Marshall	-	-	-	-	-

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
Rock Island	34.4	172	5	-	-	15	-	-	-	96	-
Thurgood Marshall	34.4	172	5	-	-	15	-	-	-	96	-

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 12 paid staff members and 2 volunteers at Rock Island Elementary School, as shown in Table 12. There were 12 paid staff members and 2 volunteers at Thurgood Marshall Elementary, as shown in Table 13.

Table 12. Regular Staff by Paid and Volunteer Status. Rock Island

Staff Type	Summer of 2014		2014-2015 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	0	0	5	0
Center administrators and coordinators	0	0	1	0
Other non-teaching school day staff	0	0	4	0
Parents	0	0	0	1
College Students	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. Thurgood Marshall

Staff Type	Summer of 2014		2014-2015 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	0	0	5	0
Center administrators and coordinators	0	0	1	0
Other non-teaching school day staff	0	0	4	0
Parents	0	0	0	2
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, the student to staff ratio was 8.2:1 for Rock Island and 7.6:1 for Thurgood Marshall. For regularly participating students, the student to staff ratio was 7.9:1 for Rock Island and 6.9:1 for Thurgood Marshall.

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

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, 86.5% of regularly participating Rock Island and Thurgood Marshall Elementary 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 – 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	6 7.3%	3 3.7%				9 11.0%
B	7 8.5%	13 15.9%	7 8.5%	1 1.2%		28 34.1%
C	2 2.4%	8 9.8%	16 19.5%	1 1.2%	1 1.2%	28 34.1%
D	1 1.2%	1 1.2%	4 4.9%	4 4.9%	2 2.4%	12 14.6%
F	1 1.2%	1 1.2%	1 1.2%	1 1.2%	1 1.2%	5 6.1%
Total for Qtr. 4	17 20.7%	26 31.7%	28 34.1%	7 8.5%	4 4.9%	82 100.0%

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 15, 84.1% of regularly participating Rock Island and Thurgood Marshall Elementary 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. 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	7 8.5%	4 4.9%	1 1.2%			12 14.6%
B	8 9.8%	12 14.6%	7 8.5%	1 1.2%		28 34.1%
C	2 2.4%	12 14.6%	8 9.8%	4 4.9%	1 1.2%	27 32.9%
D		1 1.2%	5 6.1%	4 4.9%		10 12.2%
F			2 2.4%	1 1.2%	2 2.4%	5 6.1%
Total for Qtr. 4	17 20.7%	29 35.4%	23 28.0%	10 12.2%	3 3.7%	82 100.0%

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 16, 92.7% of regularly participating Rock Island and Thurgood Marshall Elementary 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. 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	11 13.4%	1 1.2%	5 6.1%			17 20.7%
B	10 12.2%	11 13.4%	8 9.8%	1 1.2%		30 36.6%
C	3 3.7%	15 18.3%	11 13.4%		2 2.4%	31 37.8%
D				2 2.4%	1 1.2%	3 3.7%
F	1 1.2%					1 1.2%
Total for Qtr. 4	25 30.5%	27 32.9%	24 29.3%	3 3.7%	3 3.7%	82 100.0%

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 2.1% of the students did not exhibit appropriate behavior. Thus, 97.9% of the students did exhibit acceptable behavior and the objective was met.

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 ($n=99$) 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, 72 parents responded very satisfied, 23 satisfied, and 4 were not sure. This

objective was met with 96% 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 ($N=98$) 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, 16 teachers responded significant improvement, 9 moderate improvement, 12 slight improvement, 42 no change, 1 slight decline, and 18 did not need to improve. This objective was not met with 37.7% 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 7 events occurred throughout the project year:

- Ultimate Selfie - Rock Island and Thurgood Marshall (January 2015)
- Peace Begins with a Smile – Rock Island (February 2015)
- Family Fun & Fitness – Thurgood Marshall (March 2015)
- Family Reading Night – Rock Island (April 2015)
- After FSA Testing Parent Night – Thurgood Marshall (April 2015)
- Parent Night presented by “Summer Break Spot” – Thurgood Marshall (May 2015)
- Going Out With a Bang Student Showcase – Rock Island (May 2015)

Parent participation rosters indicated that 71 unduplicated parents attended one or more events. These parents represent 40% 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 an 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 (Thurgood Marshall, February 19; and Parkway, February 26 and March 31) found 100% of the parents at each of the three programs (N=17, 12, 10) 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, 95 parents completed the parent survey. A majority of respondents were female (71.0%) and all but five identified their ethnicity as African American or Black (91.7%). A majority of parents (96.0%) 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 (92.0%). Parents reported staff was able to relate to their children (98.0%) and a majority reported staff related well to parents (90.5%). A majority of parents (99.0%) reported some level of satisfaction with program services and satisfaction with meals and snacks (96.0%). In addition, a majority of parents (96.9%) were also satisfied with the safety of the program environment; however, three parents were not sure.

When asked about program communication, assistance as a caregiver, and family activities, respondents reported they were satisfied with the program's success in reaching out to them as parents (87.8%) 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, (92.6%) of respondents reported to be "satisfied" or "very satisfied." In addition, a majority of parents (85.7%) 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 (94.8%), to stay out of trouble (87.8%), and to learn to appreciate other cultures (91.8%).

A majority of parents (88.3%) reported they would recommend the program to other parents and they would enroll their child in the program if it were offered next year (90.5%). 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 (26.4%), participating in another afterschool program (19.8%), home alone (17.6%), cared for by a sibling (16.5%), cared for by another relative (15.4%), or cared for by a friend or neighbor (2.2%). Additionally, parent open-ended responses provided feedback in the areas of program administration, curriculum, and parent program satisfaction. Seventeen parent responses indicated they were satisfied with the program. Three parent responses recommended program changes such as: the staff to be friendlier, extended program hours, better homework completion, more sporting activities, and more field trips.

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 98 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 (54.0%). They also reported slight to significant improvement in the quality of homework turned in (63.2%). Teachers reported students showed slight to significant improvement in class participation (61.2%) slight to significant improvement for volunteerism in the classroom (49.9%), slight to significant improvement in class attendance (22.4%); and slight to significant improvement in positive class behavior (51.1%). Most importantly, the teachers indicated slight to significant improvement in student academic performance (70.4%). Teachers also reported slight to significant improvement (53.2%) in students coming to school motivated to learn. Teachers also reported slight to significant improvement (54.1%) in students getting along well with other students. Teachers reported (58.1%) slight to significant improvement in student self-efficacy, belief they can do well in school. Teachers responded (37.7%) 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 141 responses. As shown in Table 17, on every question asked it appears that students rated these aspects of the program in a very favorable light.

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?	108 76.6	29 20.6	4 2.8
Did your afterschool program have adults who care about you?	123 87.2	16 11.3	2 1.4
Did you feel safe at your afterschool program?	125 88.7	11 7.8	5 3.5
Did your afterschool program help you get along well with others?	83 58.9	53 37.6	5 3.5

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?	122 86.5	17 12.1	2 1.4
Did your afterschool program help you solve problems in a positive way?	111 78.7	24 17.0	6 4.3
Did your afterschool program help you with your homework?	203 72.3	38 19.1	23 8.5
Did your afterschool program help you improve your grades?	106 75.2	27 19.1	8 5.7

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 18. 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).