

**Summative Report for
Grant #060-2448B-8CC11**

**Attucks and Olsen Middle Schools
of Broward County**

Project Director – Tresha Fletcher

Compiled by Dr. John Enger

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2017-2018 Attucks and Olsen Middle Schools 21st Century Community Learning Centers Summative Evaluation

1.0 OVERVIEW AND HISTORY

The purpose of this evaluation is to report the summative 2017-2018, second year findings of the approved 21st Century Community Learning Center (21st CCLC) continuing grant for Attucks Middle Elementary School and Olsen Middle School. The project is funded by a multi-year grant from the 21st CCLC Program through the Florida Department of Education, Bureau of Family and Community Outreach. The grant reporting period covered in this report is from June 12, 2017 through June 5, 2018.

Agencies receiving this award are required to establish or expand 21st CCLC programs that provide at-risk students opportunities for academic enrichment, personal enrichment, and complement students' standard academic programs. The 21st CCLC program also engages adult family members of actively participating students through educational and personal development opportunities. The 21st CCLC programs provide safe environments for students during non-school hours and may have one or multiple centers/sites. Program sites may be located in schools, community facilities, and/or faith-based facilities. Centers must provide a range of high-quality services to support student learning and development, including, but not limited to: tutoring and mentoring, academic enrichment (e.g., homework assistance, reading, math, science, and technology programs), music, art, service learning, character education, physical education and recreational activities, and dropout prevention.

2.0 STUDENT CHARACTERISTICS

2.1 Total 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, (Attucks and Olsen Middle). As shown in Table 1, a total of 464 students were in attendance at least one day during the project reporting period, and 207 students (44.6%) participated 30 or more days.

Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2017 and School Year 2017-2018.

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
Attucks Middle	59	203	36	298	0	83	27	110
Olsen Middle	24	104	38	166	0	66	31	97
Total	83	307	74	464	0	149	58	207

Note. Unduplicated counts shown. Students attending/enrolled in both operation periods are only reported under Summer AND School Year. Only Summer + Only School Year + Summer AND School Year = Total.

2.2 Student Demographics

As shown in Table 2, the percentages by gender for the Attucks and Olsen regularly participating students were 46.4% male and 53.6% female.

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

Site Name	Total Participating Students			Regularly Participating Students		
	Gender			Gender		
	Male	Female	DK*	Male	Female	DK*
Attucks Middle	161	137	0	54	56	0
Olsen Middle	76	90	0	42	55	0
Total	237	227	0	96	111	0

*DK = Don't Know.

As shown in Table 3, 15.5% of the enrolled Attucks and Olsen were identified as Limited English Proficient (LEP), and 13.8% 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*
Attucks Middle	45	253	0	46	252	0
Olsen Middle	27	139	0	18	148	0
Total	72	392	0	64	400	0

*DK = Don't Know.

As shown in Table 4, 14.5% of the regularly participating students (Attucks and Olsen) were identified as Limited English Proficient (LEP), and 12.6% 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*
Attucks Middle	16	94	0	15	95	0
Olsen Middle	14	83	0	11	86	0
Total	30	177	0	26	181	0

*DK = Don't Know.

As shown in Table 5, most of the enrolled students (Attucks and Olsen) were identified as Black or African American (57.5%), and for regularly participating students 63.1% 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	DK	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Multiracial	DK
Attucks Middle	1	1	168	83	36	3	6	0	0	71	20	14	2	3
Olsen Middle	0	2	92	37	20	9	6	0	2	57	18	12	7	1
Total	1	3	260	120	56	12	12	0	2	128	38	26	9	4

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

As shown in Table 6, the distribution of enrolled students (Attucks and Olsen) was 0.2% in grade 4, 0.4% in grade 5, 33.6% in grade 6, 32.3% in grade 7, 27.4% in grade 8, and 6.0% in grade 9.

Table 6. Student Grade for Total Participating Students.

Site Name	Grade in School*													
	PK	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Attucks Middle	0	0	0	0	0	0	0	91	85	95	27	0	0	0
Olsen Middle	0	0	0	0	0	1	2	65	65	32	1	0	0	0
Total	0	0	0	0	0	1	2	156	150	127	28	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 (Attucks and Olsen) was 0.5% in grade 4, 40.6% in grade 6, 34.3% in grade 7, and 24.6% in grade 8.

Table 7. Student Grade for Regularly Participating Students.

Site Name	Grade in School*													
	PK	K	1 st	2 nd	3 rd	4 th	5 th	6 th	7 th	8 th	9 th	10 th	11 th	12 th
Attucks Middle	0	0	0	0	0	0	0	49	28	33	0	0	0	0
Olsen Middle	0	0	0	0	0	1	0	35	43	18	0	0	0	0
Total	0	0	0	0	0	1	0	84	71	51	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 identified as qualifying for Free or Reduced Lunch (FRL) was 81.3%.

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

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK*
Attucks Middle	230	65	3
Olsen Middle	145	21	0
Total	375	86	3

*DK = Don't Know.

As shown in Table 9, the percentage of regularly participating students identified as qualifying for Free or Reduced Lunch (FRL) was 83.5%.

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

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK*
Attucks Middle	85	24	1
Olsen Middle	87	10	0
Total	172	34	1

*DK = Don't Know.

3.0 Program Operations

3.1 Summer Operation

Federal and state reporting guidelines require the reporting of typical operations. The 21st CCLC 2017-2018 Request for Application guidelines state that each proposed learning center is required to operate a minimum of “four days per week,” including summer. Overall, as shown in Table 10 these Broward middle school summer programs ran 5 hours per day and 4 days per week at Attucks Middle and 8.5 hours per day and 4 days per week at Olsen Middle.

Table 10. Summer 2017 Operation.

Site Name	Total number of <u>weeks</u> THIS center was open	Typical number of <u>days per week</u> THIS center was open	Typical number of <u>hours per week</u> THIS center was open on:		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS
Attucks Middle	7	4	20	-	-
Olsen Middle	6	4	34	-	-

3.2 School Year: 2017-2018 Operation

Program guidance states that each elementary center must operate a minimum of 12 afterschool hours per week and each middle center must operate a minimum of 9 hours per week. Overall, as shown in Table 11 these Broward middle school afterschool programs ran 2.58 hours per day and 4 days per week at Attucks Middle and 3.25 hours per day and 4 days per week at Olsen Middle.

Table 11. School Year 2017-2018 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
Attucks Middle	34	136	4	-	-	10.32	4	-	-	136	18
Olsen Middle	34	136	4	-	-	13	-	-	-	136	-

4.0 STAFF CHARACTERISTICS

4.1 Staff Demographics

The Broward County 21st CCLC projects maintained a consistent staff while adhering to their approved budget and staff to student ratios. Based on review of project schedules, certified teachers were utilized in all academic components, as required by FLDOE, for at least one hour per day. For 2017-2018 school year, there were 18 paid staff members and no volunteers at Attucks Middle School, as shown in Table 12. There were 15 paid staff members and no volunteers at Olsen Middle School, as shown in Table 13.

Table 12. Regular Staff by Paid and Volunteer Status. Attucks Middle

Staff Type	Summer of 2017		2017-2018 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	7	0	13	0
Center administrators and coordinators	1	0	1	0
Other non-teaching school day staff	3	0	3	0
Parents	0	0	0	0
College Students	0	0	0	0
High School Students	0	0	0	0
Community Members	0	0	0	0
Subcontracted Staff	0	0	0	0
Other	1	0	1	0
Total	12	0	18	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. Olsen Middle

Staff Type	Summer of 2017		2017-2018 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	8	0	12	0
Center administrators and coordinators	1	0	1	0
Other non-teaching school day staff	1	0	1	0
Parents	0	0	0	0
College Students	0	0	0	0
High School Students	0	0	0	0
Community Members	0	0	0	0
Subcontracted Staff	0	0	0	0
Other	1	0	1	0
Total	11	0	15	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

The proposed academic and personal enrichment ratio was 20:1 for both centers. Based on the 30 or more days student enrollment criteria, the student to staff ratio at Attucks Middle was 8.5:1 and the student to staff ratio at Olsen Middle was 8.1:1. Observations at site visitations confirmed that the proposed student to staff ratios were not exceeded.

4.3 Staff Training

District staff participated in training facilitated by the Florida Department of Education Program Development Specialists in July 2017 that outlined the FLDOE Program Development Specialists' roles of consultation, capacity building, coordination, and collaboration. The resources from this training were shared with center coordinators. Finally, professional development logs were kept for each staff member throughout the year. Staff members participated in a variety of training relevant to their certifications and status within the 21st CCLC program.

Staff orientation prior to the start of the school year (August 2017) provided an overview of policies, procedures, and expectations for all new and returning staff. Topics covered included the 21st CCLC Staff Handbook, required monthly deliverables, staffing and payroll, transportation,

and recruitment and retention. District partners, Magnobrain and Commons Threads, presented their curricula and how it was to be implemented in the afterschool program.

In October 2017, staff reviewed site visit expectations, required center documentation, the status of the 2017-18 21st CCLC grant awards, and the status of hardship waivers. Upcoming deliverables were discussed, attendance procedures were addressed, and objective compliance was re-iterated. Additionally, the 21st CCLC filing system was introduced, and the staff was encouraged to bring forward their ideas and concerns.

In November 2017, center coordinators reviewed the aforementioned deliverables, adherence to attendance recording, and formalized policies and procedures. Staff were advised of the implementation of a SharePoint server and the status of budgets, staffing, and payroll. AEP Books and Media shared curriculum information. And, Dr. John Enger, the 21st CCLC outside evaluator, spoke on the importance of accurately collected data. Finally, staff learned how to infuse Social Emotional Learning (SEL) into their 21st CCLC programs.

In February 2018, center coordinators and District administrators reviewed the aforementioned deliverables, adherence to attendance recording, and formalized policies and procedures. Data collection accuracy for the baseline, midyear, and end-of-year reports was reviewed. Adrienna Dixson-Paul, a Response to Intervention (RtI) Specialist, facilitated professional development on the RtI process in relation to out of school time programming.

In May 2018, staff participated in the Summer Food Service Program provided by Flipany. Each center received a site training manual with nutrition guidelines, food delivery instructions, and documentation procedures. Christopher Gates, independent author, facilitated professional development on Social Emotional Learning – presenting opportunities for integration into out of school time programming. Finally, staff were brief on the upcoming FLDOE statewide conference.

Later in May 2018, District administrators reviewed center site visitation and documentation. Plans were discussed for summer schedules, summer field trips, summer staffing, recruitment and retention. Final family nights and advisory council meetings were reviewed. Program changes and outcomes for the upcoming year were reviewed and discussed to allow alignment with proposed activity changes. Later in the month, the program evaluator joined the District administrators to discuss summer programming, RFA submissions, and consultant agreements.

4.4 Staff Turnover

Staff turnover during the 2017-2018 21st CCLC project year was estimated at 11.1% ($n=3$) for Attucks Middle School with 14.8% ($n=4$) of staff members stating they “Don’t Know” if they replaced a staff member. Turnover was estimated at 0% ($n=0$) at Olsen Middle School with 52.9% ($n=9$) of staff members stating they “Don’t Know” if they replaced a staff member.

4.5 Certified Teachers

Each of the 21st CCLC teaching staff at Attucks Middle School holds a valid State of Florida Professional Educator’s Certificate. All academic instruction was provided by these 13 certified teachers at Attucks Middle Elementary School.

Each of the 21st CCLC teaching staff at Olsen Middle School holds a valid State of Florida Professional Educator’s Certificate. All academic instruction was provided by 12 certified teachers at Olsen Middle School.

5.0 Objectives and Outcomes

5.1 Objectives and Activities

Table 14. Objectives and Description of Activities.

Objective	Description of Activities
65% of regularly participating students will improve to a satisfactory English/language arts (ELA) grade or above or maintain a high grade across the program year.	Academic Remediation Homework & Tutoring ELA Curriculum Teacher created PBL
65% of regularly participating students will improve to a satisfactory mathematics grade or above or maintain a high grade across the program year.	Academic Remediation Homework & Tutoring Math Curriculum Teacher created PBL
65% of regularly participating students will improve to a satisfactory science grade or above or maintain a high grade across the program year.	Academic Remediation Homework & Tutoring Science Curriculum Teacher created PBL
65% of regularly participating students enrolled in Algebra 1 will pass the Algebra 1 End-of-course (EOC) exam.	Academic Remediation Homework & Tutoring Algebra Curriculum Teacher created PBL

Objective	Description of Activities
85% of regularly participating students will maintain high performance or improve their disciplinary problems as measured by school/district records.	Character Counts
80% of regularly participating students will report their engagement in career exploration as measured by perceptual survey (student).	Linking Education and Employment Outcomes (LEEO) project
65% of participating family members will increase their involvement in student education as measured by perceptual survey (parent).	Family Night Events ELA, Math, and STEM common thread events

5.2 Data Collection Methods

5.2.1 Measures and Data Collected:

Attucks Middle School and Olsen Middle School administration signed and executed a data sharing agreement provided by 21st CCLC District Administration at the inception of the 2017-2018 school year. The data sharing agreement outlined the requirement that both centers collect monthly attendance; parent night attendance logs; parent night knowledge surveys; quarterly academic and conduct grades; and 21st CCLC Federal Parent, Teacher, and Student surveys. Personal enrichment surveys that included health, fitness, and conduct were collect online and imported into a student platform that compiled student attendance and objective assessment data.

5.2.2 Data Collection Timeline:

The data collection timeline mirrored the state reporting periods of October 2017, January 2018, and May 2018. The District data coordinator worked diligently to complete data when students were newly enrolled in the program. Academic measures were updated quarterly as students enrolled in the program.

5.2.3 Data Quality:

The district data coordinator ensured that academic grades were recorded with accuracy. The evaluation team provided oversight of personal enrichment objective assessments through an online survey portal. Center staff recorded daily attendance via an online platform that included aligned student demographics. All data was combined to mirror required state and federal

reporting. All students completed objective assessments upon entry into the program or during the first data reporting period.

5.2.4 Continuous Assessment:

Site visitation reports were provided following each center visit to review areas in need of improvement, best practices, and attendance. Parent night knowledge surveys were provided to the evaluation team for entry and analysis of topics covered. Baseline data was reviewed for data completeness. Midyear data was analyzed to review objective assessment progress. End of year data was analyzed to ascertain achievement of the stated objectives.

5.2.5 Student Inclusion:

Student representatives were included on the 21st CCLC Advisory Board as required. Student interviews were conducted during site visitation to garner feedback regarding enjoyability and helpfulness of activities. Additionally, a small sample of students were selected and interviewed for the student snapshot with one student's responses highlighted. Federal Student Surveys were administered and compiled to quantify student feedback of activities, climate, and the benefit of the program activities.

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

To assess the extent to which the approved 2017-2018 program objectives were met, the following data was collected and analyzed: monthly attendance; parent night knowledge surveys; quarterly academic (language arts, math, and science); District out of school suspension records; District unexcused absence records; District high school graduation records; career and college readiness student perceptions; and 21st CCLC Federal Parent, Teacher, and Student surveys.

Goal 1: Improve Student Academic Performance

1. Objective 1: The performance objective for Language Arts was stated as follows, "By the end of the program year, 65% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year." The success criterion assigned to this objective was "maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)."

As shown in Table 15, 132 out of 195 or 67.7% of regularly participating students (Attucks and Olsen) met this expectation, thus the objective criterion (65%) was met.

Table 15. Language Arts Grades – Attucks and Olsen Middle Schools 21st CCLC.

Initial LA Grades	Qtr. 4 Language Arts Grades								Total for Initial
	A	B+	B	C+	C	D+	D	F	
A	28 14.4%	5 2.6%	3 1.5%	1 0.5%	5 2.6%	0 0.0%	1 0.5%	0 0.0%	43 22.1%
B+	5 2.6%	2 1.0%	3 1.5%	2 1.0%	1 0.5%	1 0.5%	0 0.0%	0 0.0%	14 7.2%
B	14 7.2%	6 3.1%	18 9.2%	3 1.5%	12 6.2%	1 0.5%	3 1.5%	1 0.5%	58 29.7%
C+	0 0.0%	0 0.0%	3 1.5%	1 0.5%	3 1.5%	0 0.0%	2 1.0%	0 0.0%	9 4.6%
C	4 2.1%	1 0.5%	8 4.1%	4 2.1%	13 6.7%	0 0.0%	3 1.5%	2 1.0%	35 17.9%
D+	0 0.0%	1 0.5%	1 0.5%	2 1.0%	2 1.0%	0 0.0%	1 0.5%	0 0.0%	7 3.6%
D	3 1.5%	1 0.5%	9 4.6%	2 1.0%	9 4.6%	1 0.5%	1 0.5%	0 0.0%	26 13.3%
F	0 0.0%	0 0.0%	1 0.5%	0 0.0%	1 0.5%	1 0.5%	0 0.0%	0 0.0%	3 1.5%
Total for Qtr. 4	54 27.7%	16 8.2%	46 23.6%	15 7.7%	46 23.6%	4 2.1%	11 5.6%	3 1.5%	195 100.0%

2. Objective 2: The performance objective for math was stated as follows, “By the end of the program year, 65% regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.” The success criterion assigned to this objective was “maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents).”

As shown in Table 16, 111 out of 199 or 55.8% of regularly participating students (Attucks and Olsen) met this expectation, thus the objective criterion (65%) was not met.

Table 16. Math Grades – Attucks and Olsen Middle Schools 21st CCLC.

Initial Math Grades	Qtr. 4 Math Grades								Total for Initial
	A	B+	B	C+	C	D+	D	F	
A	23 11.6%	1 0.5%	11 5.5%	0 0.0%	2 1.0%	0 0.0%	0 0.0%	0 0.0%	37 18.6%
B+	3 1.5%	2 1.0%	4 2.0%	0 0.0%	3 1.5%	0 0.0%	1 0.5%	0 0.0%	13 6.5%
B	7 3.5%	4 2.0%	15 7.5%	3 1.5%	11 5.5%	0 0.0%	4 2.0%	2 1.0%	46 23.1%
C+	6 3.0%	0 0.0%	3 1.5%	1 0.5%	11 5.5%	0 0.0%	1 0.5%	0 0.0%	22 11.1%
C	5 2.5%	3 1.5%	8 4.0%	2 1.0%	14 7.0%	1 0.5%	6 3.0%	2 1.0%	41 20.6%
D+	0 0.0%	1 0.5%	0 0.0%	0 0.0%	3 1.5%	0 0.0%	3 1.5%	0 0.0%	7 3.5%
D	2 1.0%	0 0.0%	2 1.0%	0 0.0%	3 1.5%	2 1.0%	10 5.0%	1 0.5%	20 10.1%
F	0 0.0%	0 0.0%	1 0.5%	0 0.0%	4 2.0%	0 0.0%	6 3.0%	2 1.0%	13 6.5%
Total for Qtr. 4	46 23.1%	11 5.5%	44 22.1%	6 3.0%	51 25.6%	3 1.5%	31 15.6%	7 3.5%	199 100.0%

3. Objective 3: The performance objective for science was stated as follows, “By the end of the program year, 65% 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 13, 112 out of 192 or 58.3% of regularly participating students (Attucks and Olsen) met this expectation, thus the objective criterion (65%) was not met.

Table 17. Science - Attucks and Olsen Middle Schools 21st CCLC.

Initial Science Grades	Qtr. 4 Science Grades								Total for Initial
	A	B+	B	C+	C	D+	D	F	
A	31 16.1%	4 2.1%	7 3.6%	2 1.0%	8 4.2%	0 0.0%	3 1.6%	0 0.0%	55 28.6%
B+	2 1.0%	2 1.0%	5 2.6%	2 1.0%	3 1.6%	0 0.0%	2 1.0%	1 0.5%	17 8.9%
B	10 5.2%	6 3.1%	18 9.4%	5 2.6%	12 6.2%	1 0.5%	2 1.0%	0 0.0%	54 28.1%
C+	1 0.5%	0 0.0%	2 1.0%	3 1.6%	4 2.1%	0 0.0%	0 0.0%	0 0.0%	10 5.2%
C	1 0.5%	1 0.5%	8 4.2%	6 3.1%	5 2.6%	4 2.1%	11 5.7%	2 1.0%	38 19.8%
D+	0 0.0%	0 0.0%	1 0.5%	1 0.5%	1 0.5%	0 0.0%	0 0.0%	0 0.0%	3 1.6%
D	3 1.6%	0 0.0%	3 1.6%	2 1.0%	3 1.6%	0 0.0%	2 1.0%	0 0.0%	13 6.8%
F	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	2 1.0%	0 0.0%	2 1.0%
Total for Qtr. 4	48 25.0%	13 6.8%	44 22.9%	21 10.9%	36 18.8%	5 2.6%	22 11.5%	3 1.6%	192 100.0%

4. Objective 4: By the end of the program year, 65% of regularly participating students enrolled in Algebra I will pass the Algebra I End of Course (EOC) exam. The success criterion assigned to this objective was “students achieve an Algebra I EOC score sufficient to pass this requirement.

Results for the Algebra End-of-Year Course (EOC) exam for the students (Attucks and Olsen Middle Schools) showed 26 out of 26 students (100.0%) scored sufficiently to pass this requirement; thus, the success criterion for this objective (65%) was met.

Goal 2: Enhance Behavior and Problem Solving

5. Objective 5: By the end of the program year, 85% of participating students will maintain high performance or improve their disciplinary problems as measured by school/district records. The success criterion assigned to this objective was “at least 85% of regularly participating student will not have an out of school suspension or will have reduced their out of school suspensions form the first and second quarter to the third and last quarter.”

Out of school suspension (OSS) district records from the end of the year (last semester) were lower than the beginning of the year (first semester) for 185 of 189 regularly participating school students (Attucks and Olsen Middle Schools); thus, 97.9% of students met this objective and the criterion (85%) was met.

Goal 3: Improve Dropout Prevention & College / Career Readiness (Middle/High programs)

6. Objective 6: By the end of the program year, 80% of participating students will report their engagement in career exploration as measured by perceptual survey (student).

By year’s end, 68 out of 95 middle school students (Attucks and Olsen Middle Schools) reported they had explored or selected a career; thus, 71.6% of students met this objective and the criterion (80%) was not met.

Goal 4: Increase Parental Involvement

7. Objective 7: By the end of the program year, 65% of regularly participating family members will increase their involvement in student education as measured by perceptual survey (parent). The success criterion assigned to this objective was “at least 65% of parents attending at least one adult family night events will report increased knowledge acquisition as a result of attendance at a 21st CCLC sponsored adult family night.

The evaluator created a parent survey to be administered at the close of each parent event. At the conclusion of the 21st CCLC events, parents were asked to complete the evaluative questionnaire. Item 2 on the survey stated, “As a result of attending this workshop/parent event, my skills and knowledge of the topic(s) covered have improved.” The response scale was a 4-point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree).

For parents of students (Attucks and Olsen Middle Schools), 35 of 35 parents reported a knowledge increase as a result of the event; thus, 100% of parents met this objective and the criterion (65%) was met.

5.4 Other Findings

To monitor progress and refine program activities, projects are required by the United States Department of Education (USDE) to communicate, distribute, and collect parent, teacher, and student surveys as part of the 21st CCLC project requirements. Stakeholder feedback is intended to facilitate the continuous improvement process; therefore, results should enable the identification of successful aspects of the program and areas in need of improvement for further discussion.

Parent surveys were created to ascertain parent opinions on issues related to staffing, activities, operations, site administration communication, child's happiness with the program, and behaviors related to the federal reporting criteria. As stakeholders, parents are key indicators of whether the program is facilitating basic communication of goals and objectives. Their opinions indicate whether key federal reporting criteria are being met such as quality homework completion, student's ability to get along with others, and students staying out of trouble.

Parent Surveys

Overall, 34 parents completed the parent survey. Most respondents were female (61.8%) and a majority identified their race as African American or Black-Not Hispanic (47.1%), followed by Hispanic (20.6%), then White Non-Hispanic (14.7%), Biracial/Multiracial (8.8%), Other (5.9%), Asian (2.9%). A majority of parents responding indicated they had one child attending the program (70.6%), followed by two children (29.4%). Many parents responding to the parent survey (61.8%) reported they had attended a family night event, and most (72.4%) reported the parent nights were beneficial.

When asked about the program as a whole, most parents (100%) were satisfied or very satisfied. Parents were also satisfied or very satisfied with the overall warmth and friendliness of the staff (91.1%), staff's ability to work with their child (100%), and staff's ability to relate well to them as parents (91.2%).

Many parents reported some level of satisfaction with the variety of activities offered to their children (100%) and the safety of the program environment (100%). A majority of parents also indicated their children were completing their homework (91.2%), and they were progressing academically (94.1%). Socially, parents strongly agreed or agreed their children were learning to get along with others (97.1%) and staying out of trouble because of their child's program participation (97.1%). Most parents (94.1%) agreed or strongly agreed that the program helped them become more involved in their child's education. Overall, many parents (97.1%) felt their children were happy in the program.

Most responding parents reported they would sign their child up in the program again if it were offered next year (97.0%). Given the scenario that program services would no longer be available, many respondents indicated their children would be home alone (38.2%), cared for by another relative (17.6%), attend a different afterschool program (11.8%), cared for by a parent (11.8%), cared for by sibling (11.8%), cared for by friend or neighbor (5.9%), or Other (2.9%).

Additionally, parent open responses indicated the program should address the following during the upcoming year's family events: (a) academics, (b) reading, (c) math, (d) STEM, (e) behavior, bullying, family health, online safety, test strategies, homework support, volunteering in the community. Parent also indicated that they would prefer more flexible pick up times, more homework time, and more activities and games.

Teacher Surveys

Regular school day teacher surveys are a required federal reporting component utilized to ascertain student school-related behavior changes during the regular school day. As such, teacher's opinions indicate the extent of program impact on other areas of the student's life. Regular school day teachers completed the 14-question survey for 125 unduplicated, regularly participating students.

The following percentages represent the proportions of students identified by teachers as "improved" or "did not need to improve" on the respective survey items: students turning in their homework on time (72.8%), quality of homework turned in (73.6%), improved class participation (76.6%), improvement for volunteerism in the classroom (60.0%), attending class regularly (80.0%), being attentive in class (72.0%), and behaving well in class (80.8%). Teachers also indicated "improved" or "did not need to improve" on academic performance (79.8%), students

coming to school motivated to learn (71.8%), getting along well with other students (78.4%), and improvement in student self-efficacy - belief they can do well in school (74.4%). Teachers indicated “improved” or “did not need to improve” on parents’ interest and involvement in their child’s schooling (50.8%).

Student Surveys

Eight items on the student survey were common to both elementary and middle school students. These items were rated on a three-point Likert scale: “definitely,” “somewhat,” or “not at all.” A total of 191 students in 6th through 8th grade completed the survey. As shown in Table 18, each of the eight aspects related to their program was viewed in a very positive light. The items with the most positive responses were the items indicating students feeling safe in the afterschool program and help in understanding that following rules is important.

Table 18. 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?	76 (40.9)	96 (51.6)	14 (7.5)
Did your afterschool program have adults who care about you?	126 (67.7)	50 (26.9)	10 (5.4)
Did you feel safe at your afterschool program?	125 (68.7)	51 (28.0)	6 (3.3)
Did your afterschool program help you get along well with others?	66 (35.5)	99 (53.2)	21 (11.3)
Did your afterschool program help you understand that following rules is important?	125 (67.2)	56 (30.1)	5 (2.6)
Did your afterschool program help you solve problems in a positive way?	94 (50.8)	69 (37.3)	22 (11.9)
Did your afterschool program help you with your homework?	125 (67.2)	42 (22.6)	19 (10.2)

Survey Question	☺ Definitely	☹ Somewhat	☹ Not at all
	<i>n</i>	<i>n</i>	<i>n</i>
	(%)	(%)	(%)
Did your afterschool program help you improve your grades?	98 (52.7)	54 (29.0)	34 (18.3)

Middle school students in 6th thru 8th grade completed an additional 4 scaled items. As shown in Table 19, their responses were generally favorable about the afterschool program helping the student to understand the importance of setting goals, how to make career choices, why doing drugs is wrong, and violence is wrong.

Table 19. Middle Student Survey Results.

Survey Question	☺ Definitely	☹ Somewhat	☹ Not at all- Didn't Talk About	☹ Not at all- Talked About Not Helpful
	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
	(%)	(%)	(%)	(%)
Did your afterschool program help you understand setting goals is important? (middle school only)	87 (49.2)	58 (32.8)	17 (9.6)	15 (8.5)
Did your afterschool program help you understand how to make career choices? (middle school only)	54 (30.9)	77 (44.0)	12 (6.9)	32 (18.3)
Did your afterschool program help you understand that doing drugs is wrong? (middle school only)	101 (57.7)	23 (13.1)	8 (4.6)	43 (24.6)
Did your afterschool program help you understand that violence is wrong? (middle school only)	109 (62.6)	29 (16.7)	7 (4.0)	29 (16.7)

The middle school survey also asked students, “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 (62.8%), older sibling (33.3%), friends (36.6%), alone by myself (33.9%). Middle school students were also asked what they would be doing between 3:00pm and 6:00pm. The student responses were: hanging out by myself (45.9%), hanging out with friends (41.5%), entertainment

activities – such as watching TV (76.0%), activities planned by adults (37.7%), helping out around the house (50.8%), studying or working on homework (69.9%), and working at a job (5.5%), volunteering in my neighborhood (3.8%).

5.5 Student Success Snapshot

The student selected for this snapshot was an 8th grader at Attucks Middle School who attended the program for 61 days during the academic school year. When asked about how the program helped them most, they indicated that the reading sessions were most helpful to them. The student liked the free program time best stating, “After we do our work, we get free time, like P.E., computer time, music, games like kahoot, quizlet, jeopardy, and vocabulary jam.” When asked about any changes they would suggest for the program, the student stated that they would like to see “better food, passes to skip supper line, multiplication games.” When asked if afterschool taught them something they did not know from the regular school day, the student indicated that they did not know that working in small groups would help them with their grades. Finally, the student shared that “the program help you get better grades and to be better in school.”

5.6 Overall Findings for Each Objective

The overall findings were covered objective by objective in Section 5.1.

6.0 PROGRESS TOWARD SUSTAINABILITY

6.1 Partners

As shown in Table 20, 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.

Table 20. Partnerships and Sub-Contracts.

Agency Name	Type of Organization	Sub-Contractor (Yes/No)	Type of Service Provided
Broward Education Foundation	OTH	No	Financial Support for tutoring, mentoring, and service delivery
USDA National School Lunch Program (Flipany)	OTH	No	Afterschool Dinner and Snack

Agency Name	Type of Organization	Sub-Contractor (Yes/No)	Type of Service Provided
Dr. John Enger	FPO	Yes	Evaluation Services
Attucks Middle Elementary	SD	No	Facilities
Olsen Middle School	SD	No	Facilities
Common Threads	CBO	No	Preventative health curriculum and Family Night event activities for parents
Aim for Success	CBO	No	Financial Literacy curriculum and Family Night event activities for parents

6.2. New Partners

Commons Threads and Aim for Success were identified by District Administration to provide nutrition education and financial literacy to both students and parents during Family Night events.

6.3. Partner Upkeep

A dedicated staff member was assigned to work with all local partners within the District to keep abreast of project needs and achievements. Center level administrative staff kept detailed student attendance logs to ensure proper snack/dinner counts were available to support the USDA Afterschool Dinner and Snack program required documentation.

6.4 Partner Contributions

Each center location offered access afterschool to the appropriate facilities needed for implementation of the program to include: classrooms, cafeterias, gymnasiums, computer labs, and libraries.

The dedicated staff member met with the Broward Education Foundation to quarterly to ensure that items such as supplies, support materials, and non-federally funded items were covered within each District program. Program administration was provided direct funding and access to mini-grant applications to support need areas. It is estimated that the BEF provided \$2,000 of support funds to assist the projects with daily operations.

The USDA National School Lunch program was utilized to provide afterschool snacks and dinner at each center location. School Food and Nutrition Services staff provided technical assistance on the proper documentation needed for cost reimbursement of provided snacks and meals.

Common Threads brings health and wellness activities through cooking and nutrition education. Common Threads worked with students to facilitate nutrition education and they worked with parents to reinforce the nutrition components through Family Night events.

Aim for Success was added to provide financial literacy lessons for students and their families. The Aim for Success curriculum includes credit and debt management, financial management life skills, and investment fundamentals. The curriculum was presented to students and reinforced at Family Night events.

7.0 LESSONS LEARNED AND RECOMMENDATIONS

21st CCLC program impact

- Students served in the afterschool programs were afforded a very positive learning environment in contrast to many of these students being left home alone during these afterschool hours.
- The 21st CCLC afterschool program was successful in the middle schools in complementing and supporting regular school day instruction with alternative (generally project based) learning curriculum and activities.
- Good behavior and constructive instruction in academic and social growth was observed.

Lessons Learned

- As before, the evaluation team was impressed by the good manners displayed by the students at Attucks Middle School.
- There were good interactive lessons observed in the Attucks Middle School classrooms.
- The Attucks Middle School teachers are very comfortable with the students.
- The Attucks Middle School program utilizes fine marketing ideas.
- There was excellent use of the daily student television production in getting the Attucks Middle School afterschool program message out to students and teachers.
- The Attucks Middle School is clean throughout (cafeteria, classrooms, hallways, etc.).

- Great use of front office staff in recruiting for the Attucks Middle School program.
- Although the Attucks Middle School schedule is comprehensive, it is not easy to follow.
- The Olsen Middle School facility is spacious and clean.
- The Olsen Middle School students are orderly and there is constant student supervision by the staff.
- There seems to be a very qualified cadre of Olsen Middle School teachers and staff working in this afterschool program.
- The use of an Olsen Middle School math vendor last year that appeared to be very successful was discontinued this year because of the cost.
- Olsen Middle School comes across as a sterile environment when compared to other 21st CCLC schools in the district. The facility seems more factory-like with nothing on walls nor doors. This is in contrast to other schools that have student murals on the walls and museum-type displays of student work throughout.

Recommendations

1. Hopefully, the Attucks Middle School attendance has improved to such an extent that the program should go for full funding for next year.
2. Since Attucks Middle School Saturday attendance is spotty, consider changing the schedule to M-Tu-W-Th-F. This format may help both attendance and parents who currently have their child in the afterschool program for four days a week but then must find another option to cover the fifth day.
3. Continue pursuing Attucks Middle School partnerships with other extra-curricular activities. Those partnerships may be in sports areas as well as academic and clubs (or established groups).
4. Make sure the minutes and topics covered in the Attucks Middle School schedule comply with the grant.
5. For an outsider, the Attucks Middle School schedule is difficult to follow. Missing is the initial sign-in, supper, and homework period and its location. Teachers should be recognized as Ms. or Mr. Also, the program contact person is not listed on the schedule.
6. The first initial Olsen Middle School period is much too long – for students just to be working on homework. Having supper late in this period takes away time from academics

when the teachers are available to the program. (To have a session this long, there would have to be planned activities to keep the student's interest and to keep them at task.)

7. The Olsen Middle School schedule is misleading and missing some elements.
 - The schedule is good in communicating the names of the teachers and locations where activities are held.
 - The serving of supper is listed as 3:35 when, in fact, it is served at 3:05. Note that the time for Activity 1 is incorrect on the schedule.
8. Be consistent on the Olsen Middle School schedule with the use of Activity or Session. Activity is probably the better use here. (Session 1 is actually in the cafeteria when students sign in, work on homework, and eat supper.)