

**Summative Report for  
Grant #060-2448B-8CCC8**

---

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

**Project Director – Tresha Fletcher**

**Compiled by Dr. John Enger**

**8/15/2018**

## TABLE OF CONTENTS

<b>OVERVIEW .....</b>	<b>1</b>
<b>1.0 STUDENT ENROLLMENT AND ATTENDANCE .....</b>	<b>1</b>
<i>Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2017 and School Year 2017-2018.....</i>	<i>2</i>
<b>2.0 STUDENT AND FAMILY DEMOGRAPHICS.....</b>	<b>2</b>
<i>Table 2. Student Demographics for Total Participating Students (All Students Served) and Regularly Participating Students.....</i>	<i>2</i>
<i>Table 3. Students with Special Needs: Total Participating Students.....</i>	<i>3</i>
<i>Table 4. Students with Special Needs: Regularly Participating Students.....</i>	<i>3</i>
<i>Table 5. Student Race and Ethnicity: Total and Regularly Participating Students. ....</i>	<i>4</i>
<i>Table 6. Student Grade for Total Participating Students.....</i>	<i>4</i>
<i>Table 7. Student Grade for Regularly Participating Students.....</i>	<i>5</i>
<i>Table 8. Free/Reduced Lunch Status of Total Participating Students. ....</i>	<i>5</i>
<i>Table 9. Free/Reduced Lunch Status of Regularly Participating Students.....</i>	<i>5</i>
<b>3.0 PROGRAM OPERATIONS .....</b>	<b>6</b>
<i>Summer Operation.....</i>	<i>6</i>
<i>Table 10. Summer 2017 Operation.....</i>	<i>6</i>
<i>School Year-2017 Operation .....</i>	<i>6</i>
<i>Table 11. School Year 2017-2018 Operation. ....</i>	<i>6</i>
<b>4.0 STAFF CHARACTERISTICS .....</b>	<b>7</b>
4.1 <i>Staff Demographics .....</i>	<i>7</i>
<i>Table 12. Regular Staff by Paid and Volunteer Status. Broward Estates Elementary.....</i>	<i>7</i>
<i>Table 13. Regular Staff by Paid and Volunteer Status. Parkway Middle .....</i>	<i>7</i>
4.2 <i>Students-to-Staff Ratio .....</i>	<i>8</i>
4.3 <i>Staff Training.....</i>	<i>8</i>
<b>5.0 OBJECTIVES AND OUTCOMES .....</b>	<b>10</b>
5.1 <i>Objective Assessment.....</i>	<i>10</i>
<i>Table 14. Language Arts Grades - Broward Estates Elementary 21st CCLC.....</i>	<i>10</i>
<i>Table 15. Language Arts Grades - Parkway Middle 21st CCLC.....</i>	<i>11</i>
<i>Table 16. Math Grades - Broward Estates Elementary 21st CCLC.....</i>	<i>12</i>

<i>Table 17. Math Grades - Parkway Middle 21st CCLC.....</i>	<i>13</i>
<i>Table 18. Science - Broward Estates Elementary 21st CCLC.....</i>	<i>14</i>
<i>Table 19. Science Grades - Parkway Middle 21st CCLC.....</i>	<i>15</i>
<i>5.2 Other Findings.....</i>	<i>17</i>
<i>Parent Surveys.....</i>	<i>18</i>
<i>Teacher Surveys.....</i>	<i>19</i>
<i>Student Surveys.....</i>	<i>19</i>
<i>Table 20. Student Survey Results.....</i>	<i>19</i>
<i>Table 21. Middle Student Survey Results.....</i>	<i>20</i>
<i>5.3 Student Snapshot.....</i>	<i>21</i>
<i>5.4 Overall Findings for Each Objective.....</i>	<i>22</i>
<b>6.0 PROGRESS TOWARD SUSTAINABILITY .....</b>	<b>22</b>
<i>Table 22. Partnerships and Sub-Contracts.....</i>	<i>22</i>
<b>7.0 LESSONS LEARNED AND RECOMMENDATIONS .....</b>	<b>23</b>
<i>21<sup>st</sup> CCLC program impact .....</i>	<i>23</i>
<i>Lessons Learned .....</i>	<i>23</i>
<i>Recommendations.....</i>	<i>24</i>

## **2017-2018 Broward Estates Elementary School and Parkway Middle School 21<sup>st</sup> Century Community Learning Centers Summative Evaluation**

### **OVERVIEW**

The purpose of this evaluation is to report the summative 2017-2018, fourth year findings of the approved 21st Century Community Learning Center (21<sup>st</sup> CCLC) continuing grant for Broward Estates Elementary School and Parkway 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 6, 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.

### **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 21<sup>st</sup> CCLC program during the program reporting period. "Regularly participating" is categorized as student attendance of more than 30-days throughout the program reporting period. Student monthly attendance for each center was submitted electronically and aggregated for reporting by component and category. This award was for two schools, one elementary (Broward Estates) and the other middle (Parkway). As shown in Table 1, a total of 451 students were in attendance at least one day during the project reporting

period, and 208 students participated 30 or more days. Overall, 66.1% of the enrolled elementary students participated 30 or more days, and 39.0% of the enrolled middle school students 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
<b>Broward Estates</b>	32	53	33	118	0	45	33	78
<b>Parkway</b>	57	213	63	333	0	97	33	130
<b>Total</b>	89	266	96	<b>451</b>	0	142	66	<b>208</b>

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

## **2.0 STUDENT AND FAMILY DEMOGRAPHICS**

As shown in Table 2, the percentages by gender for the regularly participating elementary students (Broward Estates Elementary) were 56.4% male and 43.6% female. Of the regularly participating middle school students (Parkway Middle), 39.2% were male and 60.8% were female.

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

Site Name	Total Participating Students			Regularly Participating Students		
	Gender			Gender		
	Male	Female	DK*	Male	Female	DK*
<b>Broward Estates</b>	65	53	0	44	34	0
<b>Parkway</b>	142	191	0	51	79	0
<b>Total</b>	207	244	0	95	113	0

\*DK = Don't Know.

As shown in Table 3, 5.1% of the enrolled elementary students (Broward Estates Elementary) were identified as Limited English Proficient (LEP), and 1.7% were identified as having a disability.

Also, 0.6% of the enrolled middle students (Parkway Middle) were identified as Limited English Proficient (LEP), and 2.4% 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*
<b>Broward Estates</b>	6	112	0	2	116	0
<b>Parkway</b>	2	331	0	8	325	0
<b>Total</b>	8	443	0	10	441	0

\*DK = Don't Know.

As shown in Table 4, 5.1% of the regularly participating elementary students (Broward Estates Elementary) were identified as Limited English Proficient (LEP), and 1.2% were identified as having a disability. Also, 0.8% of the regularly participating middle students (Parkway Middle) were identified as Limited English Proficient (LEP), and 3.1% 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	Yes	Yes	No	DK*
<b>Broward Estates</b>	4	74	0	1	77	0
<b>Parkway</b>	1	129	0	4	126	0
<b>Total</b>	5	203	0	5	203	0

\*DK = Don't Know.

As shown in Table 5, most of the enrolled elementary students (Broward Estates Elementary) were identified as Black or African American (98.2%) and for regularly participating students 97.4% were identified as Black or African American. At the middle school level (Parkway Middle), 92.7% of enrolled students were identified as Black or African American and 92.9% of the regularly participating students were identified as Black or African American.

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

Site Name	Total Participating Students							Regularly Participating Students						
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Multiracial	DK	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Multiracial	DK
<b>Broward Estates</b>	0	1	113	0	1	0	3	0	1	74	0	1	0	2
<b>Parkway</b>	1	0	305	3	7	13	4	1	0	118	1	2	5	3
<b>Total</b>	1	1	418	3	8	13	7	1	1	192	1	3	5	5
<i>* Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.</i>														

As shown in Table 6, the distribution of enrolled students at the elementary school (Broward Estates Elementary) was 30.5% in grade 3, 39.0% in grade 4, and 30.5% in grade 5. The distribution of enrolled students at the middle school (Parkway Middle) was 1.2% in grade 3, 1.5% in grade 4, 1.2% in grade 5, 39.3% in grade 6, 28.8% in grade 7, 23.4% in grade 8, 3.0% in grade 9, 1.2% in grade 10, and 0.3% in grade 11. Table 6 also shows additional 28 students were enrolled in the program outside of the scope of services to middle school students.

**Table 6. Student Grade for Total Participating Students.**

Site Name	Grade in School*													
	PK	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Broward Estates</b>	0	0	0	0	36	46	36	0	0	0	0	0	0	0
<b>Parkway</b>	0	0	0	0	4	5	4	131	96	78	10	4	1	0
<b>Total</b>	0	0	0	0	40	51	40	131	96	78	10	4	1	0
<i>* Grade levels are exclusive, as students can only be in one grade level. The total number of students where grade level is unknown are not indicated but can be derived from this table.</i>														

As shown in Table 7, the distribution of regularly participating students at the elementary school (Broward Estates Elementary) was 28.2% in grade 3, 39.7% in grade 4, and 32.1% in grade 5. The distribution of regularly participating students at the middle school (Parkway Middle) was 16.9% in grade 3, 24.6% in grade 4, 19.2% in grade 5, 39.2% in grade 6, 32.3% in grade 7, and 27.7% in

grade 8. Table 7 also shows an additional student was enrolled in the program outside of the scope of services to middle school students.

**Table 7. Student Grade for Regularly Participating Students.**

Site Name	Grade in School*													
	PK	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Broward Estates</b>	0	0	0	0	22	31	25	0	0	0	0	0	0	0
<b>Parkway</b>	0	0	0	0	0	1	0	51	42	36	0	0	0	0
<b>Total</b>	0	0	0	0	22	32	25	51	42	36	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 elementary school students (Broward Estates Elementary) identified as qualifying for Free or Reduced Lunch (FRL) was 93.6%. For middle school students (Parkway Middle) the percentage was 83.8%.

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

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK*
<b>Broward Estates</b>	103	7	8
<b>Parkway</b>	274	53	6
<b>Total</b>	377	60	14

\*DK = Don't Know.

As shown in Table 9, the percentage of regularly participating elementary school students (Broward Estates Elementary) identified as qualifying for Free or Reduced Lunch (FRL) was 91.4%. For middle school students (Parkway Middle) the percentage was 88.0%.

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

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK*
<b>Broward Estates</b>	64	6	8
<b>Parkway</b>	110	15	5
<b>Total</b>	174	21	13

\*DK = Don't Know.



### **3.0 PROGRAM OPERATIONS**

#### **Summer Operation**

Federal and state reporting guidelines require the reporting of typical operations. The 21<sup>st</sup> 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. For the 2017 summer programs as shown in Table 10, the elementary school program (Broward Estates) operated for 7 weeks during the summer, 5 days a week, for 8 hours per day. The middle school program (Parkway) operated for 4 weeks during the summer, 5 days a week, for 4.5 hours per day.

**Table 10. Summer 2017 Operation.**

Site Name	Total number of <b>weeks</b> THIS site was open:	Typical number of <b>days per week</b> THIS site was open:	Typical number of <b>hours per week</b> THIS site was open on:		
			Weekdays	Weekday Evenings	Weekends
<b>Broward Estates</b>	7	5	40	-	-
<b>Parkway</b>	4	5	22.5	-	-

#### **School Year-2017 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 this Broward elementary school afterschool program (Broward Estates) ran 3 hours per day and 5 days per week. This Broward middle school afterschool program (Parkway) ran 3 hours per day and 4 days per week.

**Table 11. School Year 2017-2018 Operation.**

Site Name	Total # weeks THIS site was open	Total # <b>days</b> THIS site was open	Typical # <b>days per week</b> THIS site was open	Typical # <b>hours per week</b> THIS site was open				Total # <b>days</b> THIS site operated			
				Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends/ Holidays
<b>Broward Estates</b>	37	164	5	0	0	15	4	0	0	164	15
<b>Parkway</b>	40	138	4	0	0	12	0	0	0	138	15

## **4.0 STAFF CHARACTERISTICS**

### **4.1 Staff Demographics**

The Broward County 21<sup>st</sup> 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 13 paid staff members and no volunteers at Broward Estates Elementary School, as shown in Table 12. There were 19 paid staff members and no volunteers at Parkway Middle Schools, as shown in Table 13.

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

Staff Type	Summer of 2017		2017-2018 School Year	
	Paid <sup>1</sup>	Volunteer	Paid <sup>1</sup>	Volunteer
School day teachers (former and substitute)	6	0	7	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	2	0	2	0
Total	12	0	13	0

**Table 13. Regular Staff by Paid and Volunteer Status. Parkway Middle**

Staff Type	Summer of 2017		2017-2018 School Year	
	Paid <sup>1</sup>	Volunteer	Paid <sup>1</sup>	Volunteer
School day teachers (former and substitute)	9	0	12	0
Center administrators and coordinators	6	0	1	0
Other non-teaching school day staff	1	0	5	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	17	0	19	0

<sup>1</sup>For all staff categories except "Other", report only staff paid with 21<sup>st</sup> 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 Broward Estates Elementary was 11.1:1 and the student to staff ratio at Parkway Middle was 10.8:1. 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC outside evaluator, spoke on the importance of accurately collected data. Finally, staff learned how to infuse Social Emotional Learning (SEL) into their 21<sup>st</sup> 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 Dixon-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.

## **5.0 OBJECTIVES AND OUTCOMES**

### **5.1 Objective Assessment**

#### ***Goal 1: Improve Student Academic Performance***

1. Objective 1: The performance objective for Language Arts was stated as follows, “By the end of the program year, 75% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.” The success criterion assigned to this objective was “maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents).”

As shown in Table 14, 49 out of 73 or 67.1% of regularly participating elementary students (Broward Estates) met this expectation, thus the objective criterion (75%) was not met.

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

Initial LA Grades	Qtr. 4 Language Arts Grades					Total for Initial
	A	B	C	D	F	
A	5 6.8%	6 8.2%	0 0.0%	1 1.4%	0 0.0%	12 16.4%
B	9 12.3%	13 17.8%	6 8.2%	2 2.7%	0 0.0%	30 41.1%
C	1 1.4%	9 12.3%	9 12.3%	4 5.5%	0 0.0%	23 31.5%
D	0 0.0%	5 6.8%	0 0.0%	1 1.4%	0 0.0%	6 8.2%
F	0 0.0%	1 1.4%	0 0.0%	1 1.4%	0 0.0%	2 2.7%
Total for Qtr. 4	15 20.5%	34 46.6%	15 20.5%	9 12.3%	0 0.0%	73 100.0%

As shown in Table 15, 60 out of 113 or 53.1% of regularly participating middle students (Parkway) met this expectation, thus the objective criterion (75%) was not met.

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

Initial LA Grades	Qtr. 4 Language Arts Grades								Total for Initial
	A	B+	B	C+	C	D+	D	F	
A	9 8.0%	2 1.8%	8 7.1%	1 0.9%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	20 17.7%
B+	6 5.3%	0 0.0%	1 0.9%	0 0.0%	2 1.8%	1 0.9%	0 0.0%	0 0.0%	10 8.8%
B	8 7.1%	3 2.7%	8 7.1%	1 0.9%	5 4.4%	0 0.0%	3 2.7%	1 0.9%	29 25.7%
C+	1 0.9%	0 0.0%	2 1.8%	0 0.0%	5 4.4%	0 0.0%	1 0.9%	3 2.7%	12 10.6%
C	2 1.8%	0 0.0%	2 1.8%	3 2.7%	4 3.5%	3 2.7%	4 3.5%	4 3.5%	22 19.5%
D+	0 0.0%	0 0.0%	1 0.9%	1 0.9%	1 0.9%	0 0.0%	0 0.0%	2 1.8%	5 4.4%
D	0 0.0%	0 0.0%	1 0.9%	1 0.9%	2 1.8%	0 0.0%	2 1.8%	2 1.8%	8 7.1%
F	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.9%	0 0.0%	3 2.7%	3 2.7%	7 6.2%
Total for Qtr. 4	26 23.0%	5 4.4%	23 20.4%	7 6.2%	20 17.7%	4 3.5%	13 11.5%	15 13.3%	113 100.0%

2. Objective 2: The performance objective for math was stated as follows, “By the end of the program year, 75% of regularly participating students will improve their English/language arts (ELA) as measured by state assessment (e.g. FSA). The success criterion assigned to this objective was “Maintain an Achievement Level 3 (satisfactory) or higher.”

Results for the FSA in Language arts for the elementary school students (Broward Estates) showed 29 out of 75 students (38.7%) scored a level 3 or above; thus, the success criterion for this objective (75%) was not met.

Results for the FSA in Language arts for the middle school students (Parkway) showed 30 out of 110 students (27.3%) scored a level 3 or above; thus, the success criterion for this objective (75%) was not met.

3. Objective 3: The performance objective for math was stated as follows, “By the end of the program year, 75% regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.” The success criterion assigned to this objective was “maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents).”

As shown in Table 16, 55 out of 73 or 75.3% of regularly participating elementary students (Broward Estates) met this expectation, thus the objective criterion (75%) was met.

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

Initial Math Grades	Qtr. 4 Math Grades					Total for Initial
	A	B	C	D	F	
A	7 9.6%	6 8.2%	2 2.7%	0 0.0%	0 0.0%	15 20.5%
B	8 11.0%	12 16.4%	4 5.5%	0 0.0%	0 0.0%	24 32.9%
C	4 5.5%	11 15.1%	10 13.7%	1 1.4%	0 0.0%	26 35.6%
D	1 1.4%	0 0.0%	4 5.5%	1 1.4%	0 0.0%	6 8.2%
F	0 0.0%	0 0.0%	2 2.7%	0 0.0%	0 0.0%	2 2.7%
Total for Qtr. 4	20 27.4%	29 39.7%	22 30.1%	2 2.7%	0 0.0%	73 100.0%

As shown in Table 17, 58 out of 113 or 51.3% of regularly participating middle students (Parkway) met this expectation, thus the objective criterion (75%) was not met.

**Table 17. Math Grades - Parkway Middle 21st CCLC.**

Initial Math Grades	Qtr. 4 Math Grades								Total for Initial
	A	B+	B	C+	C	D+	D	F	
A	10 8.8%	5 4.4%	5 4.4%	1 0.9%	2 1.8%	0 0.0%	0 0.0%	0 0.0%	23 20.4%
B+	1 0.9%	0 0.0%	2 1.8%	0 0.0%	0 0.0%	1 0.9%	1 0.9%	0 0.0%	5 4.4%
B	1 0.9%	3 2.7%	7 6.2%	2 1.8%	6 5.3%	0 0.0%	4 3.5%	0 0.0%	23 20.4%
C+	0 0.0%	1 0.9%	1 0.9%	0 0.0%	1 0.9%	0 0.0%	1 0.9%	0 0.0%	4 3.5%
C	3 2.7%	1 0.9%	2 1.8%	9 8.0%	5 4.4%	1 0.9%	5 4.4%	0 0.0%	26 23.0%
D+	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.9%	0 0.0%	0 0.0%	0 0.0%	1 0.9%
D	0 0.0%	0 0.0%	4 3.5%	1 0.9%	9 8.0%	1 0.9%	7 6.2%	5 4.4%	27 23.9%
F	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.9%	0 0.0%	1 0.9%	2 1.8%	4 3.5%
Total for Qtr. 4	15 13.3%	10 8.8%	21 18.6%	13 11.5%	25 22.1%	3 2.7%	19 16.8%	7 6.2%	113 100.0%

4. Objective 4: The performance objective for math was stated as follows, “By the end of the program year, 75% of regularly participating students will improve their mathematics as measured by state assessment (e.g. FSA). The success criterion assigned to this objective was “Maintain an Achievement Level 3 (satisfactory) or higher.”

Results for the FSA in math for the elementary school students (Broward Estates) showed 44 out of 75 students (58.7%) scored a level 3 or above; thus, the success criterion for this objective (75%) was not met.



Results for the FSA in math for the middle school students (Parkway) showed 33 out of 106 students (31.1%) scored a level 3 or above; thus, the success criterion for this objective (75%) was not met.

5. Objective 5: The performance objective for science was stated as follows, “By the end of the program year, 75% regularly participating students will improve to a satisfactory science 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 18, 62 out of 73 or 85.0% of regularly participating elementary students (Broward Estates) met this expectation, thus the objective criterion (75%) was met.

**Table 18. Science - Broward Estates Elementary 21st CCLC.**

Initial Science Grades	Qtr. 4 Science Grades					Total for Initial
	A	B	C	D	F	
A	20 27.4%	5 6.8%	2 2.7%	0 0.0%	0 0.0%	27 37.0%
B	15 20.5%	12 16.4%	5 6.8%	0 0.0%	0 0.0%	32 43.8%
C	3 4.1%	5 6.8%	4 5.5%	0 0.0%	0 0.0%	12 16.4%
D	1 1.4%	1 1.4%	0 0.0%	0 0.0%	0 0.0%	2 2.7%
F	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Total for Qtr. 4	39 53.4%	23 31.5%	11 15.1%	0 0.0%	0 0.0%	73 100.0%

As shown in Table 18, 51 out of 110 or 46.4% of regularly participating middle students (Parkway) met this expectation, thus the objective criterion (75%) was not met.

**Table 19. Science Grades - Parkway Middle 21st CCLC.**

Qtr. 1 Science Grades	Qtr. 4 Science Grades								Total for Qtr. 1
	A	B+	B	C+	C	D+	D	F	
A	3 2.7%	1 0.9%	3 2.7%	1 0.9%	0 0.0%	0 0.0%	1 0.9%	0 0.0%	9 8.2%
B+	0 0.0%	0 0.0%	1 0.9%	1 0.9%	3 2.7%	0 0.0%	0 0.0%	0 0.0%	5 4.5%
B	4 3.6%	4 3.6%	4 3.6%	1 0.9%	5 4.5%	0 0.0%	2 1.8%	1 0.9%	21 19.1%
C+	2 1.8%	1 0.9%	0 0.0%	1 0.9%	3 2.7%	0 0.0%	0 0.0%	0 0.0%	7 6.4%
C	1 0.9%	1 0.9%	11 10.0%	1 0.9%	16 14.5%	2 1.8%	8 7.3%	2 1.8%	42 38.2%
D+	1 0.9%	1 0.9%	2 1.8%	0 0.0%	2 1.8%	0 0.0%	1 0.9%	0 0.0%	7 6.4%
D	0 0.0%	0 0.0%	1 0.9%	1 0.9%	5 4.5%	0 0.0%	5 4.5%	3 2.7%	15 13.6%
F	0 0.0%	0 0.0%	1 0.9%	1 0.9%	0 0.0%	0 0.0%	1 0.9%	1 0.9%	4 3.6%
Total for Qtr. 4	11 10.0%	8 7.3%	23 20.9%	7 6.4%	34 30.9%	2 1.8%	18 16.4%	7 6.4%	110 100.0%

6. Objective 6: The performance objective for science was stated as follows, “By the end of the program year, 75% of regularly participating students will improve their science scores as measured by state assessment (e.g. FSA). The success criterion assigned to this objective was “Maintain an Achievement Level 3 (satisfactory) or higher.”

Results for the FSA in science for the 5<sup>th</sup> grade elementary school students (Broward Estates) showed 11 out of 24 students (45.8%) scored a level 3 or above; thus, the success criterion for this objective (75%) was not met.

Results for the FSA in science for the 8<sup>th</sup> grade middle school students (Parkway) showed 11 out of 27 students (40.7%) scored a level 3 or above; thus, the success criterion for this objective (75%) was not met.

***Goal 2: Improve Awareness of Healthy Behaviors***

7. Objective 7: By the end of the program year, 80% of participating students will improve their good nutrition as measured by curriculum-based assessment. The success criterion assigned to this objective was “an increase from baseline will indicate progress and identification of healthy behaviors (80%) or higher will indicate achievement.”

Post-assessment scores were greater than the initial assessment scores on nutrition for 36 of 46 elementary students (Broward Estates); thus, 78.3% of students met this objective and the criterion (80%) was not met.

Post-assessment scores were greater than the initial assessment scores on nutrition for 39 of 41 middle students (Parkway); thus, 95.1% of students met this objective and the criterion (80%) was met.

***Goal 3: Enhance Behavior and Problem Solving***

8. Objective 8: By the end of the program year, 80% of participating students will improve their application of positive character traits as measured by perceptual survey (student). The success criterion assigned to this objective was “students will maintain and C or better (acceptable) level of conduct.”

Post-conduct scores were greater than pre-conduct scores or conduct scores were maintained at a “C” or better level for 60 of 64 elementary school students (Broward Estates); thus, 93.8% of students met this objective and the criterion (80%) was met.

Post-conduct scores were greater than pre-conduct scores or conduct scores were maintained at a “C” or better level for 110 of 114 middle school students (Parkway); thus, 96.5% of students met this objective and the criterion (80%) was met.

***Goal 4: Improve Dropout Prevention & College / Career Readiness (Middle/High programs)***

9. Objective 9: By the end of the program year, 75% of (Middle) participating students will report their engagement in career exploration as measured by perceptual survey (student).

By year's end, 38 out of 45 middle school students (Parkway) reported they had explored or selected a career; thus, 84.4% of students met this objective and the criterion (75%) was met.

***Goal 5: Increase Parental Involvement***

10. Objective 10: By the end of the program year, 65% of participating family members will increase their knowledge (in a specified area) as measured by perceptual survey (parent).

The evaluator created a parent survey to be administered at the close of each parent event. At the conclusion of the 21<sup>st</sup> 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 elementary school students (Broward Estates), 36 of 36 parents reported a knowledge increase as a result of the event; thus, 100% of parents met this objective and the criterion (65%) was met.

For parents of middle school students (Parkway), 34 of 37 parents reported a knowledge increase as a result of the event; thus, 91.9% of parents met this objective and the criterion (65%) was met.

**5.2 Other Findings**

To monitor progress and refine program activities, projects are required by the United States Department of Education (USDE) to communicate, distribute, and collect parent, teacher, and student surveys as part of the 21<sup>st</sup> 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, 60 parents completed the parent survey. Most respondents were female (75.4%) and a majority identified their race as African American or Black-Not Hispanic (76.3%), followed by Hispanic (8.5%), then Biracial/Multiracial (6.8%), White Non-Hispanic (5.1%), American Indian or Alaskan Native (1.7%), and Other (1.7%). A majority of parents responding indicated they had one child attending the program (64.3%), followed by two children (25.0%), and then three or more children (10.7%). Many parents responding to the parent survey (62.1%) reported they had attended a family night event, and most (69.4%) reported the parent nights were beneficial.

When asked about the program as a whole, most parents (96.6%) were satisfied or very satisfied. Parents were also satisfied or very satisfied with the overall warmth and friendliness of the staff (93.3%), staff's ability to work with their child (91.7%), and staff's ability to relate well to them as parents (91.7%).

Many parents reported some level of satisfaction with the variety of activities offered to their children (88.3%) and the safety of the program environment (89.8%). A majority of parents also indicated their children were completing their homework (86.7%), and they were progressing academically (90.0%). Socially, parents strongly agreed or agreed their children were learning to get along with others (95.0%) and staying out of trouble because of their child's program participation (91.5%). Most parents (95.0%) agreed or strongly agreed that the program helped them become more involved in their child's education. Overall, many parents (91.7%) 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 (96.5%). Given the scenario that program services would no longer be available, many respondents indicated their children would be home alone (47.5%), attend a different afterschool program (18.6%), be cared for by a parent (10.2%), cared for by a sibling (8.5%), cared for by another relative (6.8%), cared for by a friend or neighbor (5.1%), or Other (3.4%).

## 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 78 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 (73.1%), quality of homework turned in (73.1%), improved class participation (80.9%), improvement for volunteerism in the classroom (77.5%), attending class regularly (79.6%), being attentive in class (78.7%), and behaving well in class (80.9%). Teachers also indicated “improved” or “did not need to improve” on academic performance (79.1%), students coming to school motivated to learn (83.0%), getting along well with other students (83.0%), and improvement in student self-efficacy - belief they can do well in school (84.0%). Teachers indicated “improved” or “did not need to improve” on parents’ interest and involvement in their child’s schooling (61.2%).

## 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 136 students in 3<sup>rd</sup> through 8<sup>th</sup> grade completed the survey. As shown in Table 20, 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 20. Student Survey Results.**

Survey Question	☺	☹	☹
	Definitely	Somewhat	Not at all
	<i>n</i>	<i>n</i>	<i>n</i>
	(%)	(%)	(%)
Did you enjoy the activities in your afterschool program?	67 (52.3)	51 (39.8)	10 (7.8)
Did your afterschool program have adults who care about you?	86 (67.2)	37 (28.9)	5 (3.9)

Survey Question	☺	☹	☹
	Definitely	Somewhat	Not at all
	<i>n</i>	<i>n</i>	<i>n</i>
	(%)	(%)	(%)
Did you feel safe at your afterschool program?	79 (61.7)	35 (27.3)	14 (10.9)
Did your afterschool program help you get along well with others?	48 (38.4)	47 (37.6)	30 (24.0)
Did your afterschool program help you understand that following rules is important?	89 (70.6)	32 (25.4)	5 (4.0)
Did your afterschool program help you solve problems in a positive way?	68 (54.0)	45 (35.7)	13 (10.3)
Did your afterschool program help you with your homework?	86 (67.2)	28 (21.9)	14 (10.9)
Did your afterschool program help you improve your grades?	84 (66.7)	32 (25.4)	10 (7.9)

Middle school students in 6<sup>th</sup> thru 8<sup>th</sup> grade completed an additional 4 scaled items. As shown in Table 21, 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 21. Middle Student Survey Results.**

Survey Question	☺	☹	☹	☹
	Definitely	Somewhat	Not at all-Talked About Not Helpful	Not at all-Didn't Talk About
	<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)	26 (40.6)	26 (40.6)	7 (10.9)	5 (7.8)
Did your afterschool program help you understand how to make career choices? (middle school only)	20 (31.7)	31 (49.2)	7 (11.1)	5 (7.9)
Did your afterschool program help you understand that doing drugs is wrong? (middle school only)	38 (60.3)	11 (17.5)	8 (12.7)	6 (9.5)

Survey Question	☺ Definitely	☹ Somewhat	☹ Not at all- Talked About Not Helpful	☹ Not at all- Didn't Talk About
	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
	(%)	(%)	(%)	(%)
Did your afterschool program help you understand that violence is wrong? (middle school only)	37 (59.7)	18 (29.0)	3 (4.8)	4 (6.5)

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 (63.4%), older sibling (41.5%), friends (40.0%), alone by myself (38.5%). 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 (35.4%), hanging out with friends (46.2%), entertainment activities – such as watching TV (64.6%), activities planned by adults (41.5%), helping out around the house (41.5%), studying or working on homework (50.8%), and working at a job (7.7%), volunteering in my neighborhood (10.8%).

### 5.3 Student Snapshot

The student selected for this snapshot was an 5<sup>th</sup> grader at Broward Estates Elementary School who attended the program for 131 days during the academic school year. This student achieved over 25 points in growth on the i-Ready assessment, improved their behavior, became a class mentor, and joined the dance team. When asked about how the program helped them most, they indicated that they received assistance on their homework – adding that the regular school day teacher would often contact the afterschool teachers to let them know what items to review.

The student liked the social aspect of the program best, followed by working on projects with their friends, and then sharing them with their parents during adult family nights. When asked about any changes they would suggest for the program, the student stated that they would like to “go on field trips.” When asked if afterschool taught them something they did not know from the regular school day, the student indicated that they did not know how to prepare a healthy meal. Finally, the student shared that “we do all types of things not just school work and it’s fun.”



## 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 22, 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 22. Partnerships and Sub-Contracts.**

<b>Agency Name</b>	<b>Type of Organization</b>	<b>Sub-Contractor (Yes/No)</b>	<b>Type of Service Provided</b>
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
Dr. John Enger	FPO	Yes	Evaluation Services
Broward Estates Elementary	SD	No	Facilities
Parkway 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

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**

### ***21<sup>st</sup> 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 21<sup>st</sup> CCLC afterschool program was successful in the Broward Estates Elementary School in complementing and supporting regular school day instruction with alternative (generally project based) learning curriculum and activities.
- With numerous afterschool activities afforded Parkway Middle School students, the 21<sup>st</sup> CCLC afterschool program this year was much better equipped to handle students' participation in a variety of activities.
- Good behavior and constructive instruction in academic and social growth was observed.

### ***Lessons Learned***

- From an observer's viewpoint, the evaluation team feels devastated about the effect the loss of funding has to a 21<sup>st</sup> CCLC afterschool program. The Broward Estates Elementary program loss of money results in the loss of teachers. This in turn will have an effect on

teacher burnout due to the workload on teachers in a program that is striving to regain its attendance rate in an effort to merit the original funding.

- The Broward Estates Elementary students were attentive, engaged, and overall quite well behaved.
- Well qualified Broward Estates Elementary teachers were observed today, even though several were replacements for 2 teachers who were out sick today. It was obvious that their classes had been covered with competent personnel.
- Having the services of both a social worker, to work with behavior issues, and a reading coach, to help those struggling with reading, is a boon to the Broward Estates Elementary program.
- The Broward Estates Elementary program has a process for handling extra-curricular activities in instituting a pull-out program for Drama.
- In the initial meeting in the cafeteria, Parkway Middle students were orderly and had their homework out. Impressive, too, in the cafeteria was the student initiative to clean up the tables and floor after the dinner meal had been eaten.
- Again, in the Parkway Middle classrooms, the students were at-task and well-behaved.
- Growing markedly from several years ago, the Parkway Middle program has incorporated procedures to accommodate students participating in extra-curricular activities while retaining their membership in the 21<sup>st</sup> CCLC afterschool program.
- It appears the Parkway Middle teachers generally work 2 days per week which facilitates the dropout factor encumbered in programs where teachers work the afterschool program every day. (The exceptions to this observation are the 2 teachers who are responsible for social-emotional-learning and study island. They work M-T-W-Th.)

### ***Recommendations***

1. The Broward Estates Elementary schedule would be more informative by incorporating the following.
  - a. Although administrative personnel are denoted on each of the schedules (3, 4, 5), no 21<sup>st</sup> CCLC personnel are identified. Recommended to put on the schedule would be: the Site Coordinator along with the teachers assigned to respective activities with each identified as Ms. or Mr.

- b. The location of each activity.
  - c. Notice that for M-T-W-Th the meal is called Snack and for F the meal is called Dinner.
2. Strive to regain full funding for 80 Broward Estates Elementary students by building on the success noted for this year and requesting help from the District 21<sup>st</sup> CCLC Office to do so.
3. Recruiting could be helped with additional 21<sup>st</sup> CCLC program opportunities on display in the Broward Estates Elementary Main Office.
4. The evaluation team concurs with the statement made that the Parkway Middle membership list needs to be cleaned up to be more representative of students attending and those who likely will attend this afterschool program.
5. There are several aspects of the Parkway Middle schedule that should be looked at and modified, where needed.
  - a. Ensure that the topics and time allotted in the schedule match and satisfy the objectives in the grant.
  - b. Although the group names are a good idea, for the outside reader it would be helpful if the respective grade levels were denoted, also.
  - c. The schedule would be expected to identify the respective meeting areas of the activities.
  - d. Professionally, it would be more appropriate to identify teachers and staff members as Ms. or Mr.
6. Since Saturday Parkway Middle attendance has been a problem with the M-T-W-Th-Sa schedule, the program might consider the M-T-W-Th-F schedule for next year.