

Summative Report for Grant #060-2448B-8CCC7

**Dillard Elementary School and Lauderhill Paul
Turner Elementary School of Broward County**

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2017-2018 Dillard Elementary and Lauderhill Paul Turner Elementary 21st Century Community Learning Centers Summative Evaluation

OVERVIEW

The purpose of this evaluation is to report the summative 2017-2018, first year findings of the approved 21st Century Community Learning Center (21st CCLC) continuing grant for Dillard and Lauderhill Elementary Schools. 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 August 28, 2018 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.

1.0 STUDENT ENROLLMENT AND ATTENDANCE

Federal and state reporting requires the tracking of students in two categories: total enrolled students and regularly participating students. Total enrolled or "enrollment" in the program is categorized by student attendance of at least one day in the 21st CCLC program during the program reporting period. "Regularly participating" is categorized as student attendance of more than 30-days throughout the program reporting period. Student monthly attendance for each center was submitted electronically and aggregated for reporting by component and category. This award was for two schools, Dillard and Lauderhill elementary schools. As shown in Table 1, a total of 218 students were in attendance at least one day during the project reporting period, and 176

students participated 30 or more days. Overall, 80.7% of the enrolled students (Dillard and Lauderhill) participated 30 or more days.

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

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
Dillard	0	121	0	121	90	90	0	90
Lauderhill	0	97	0	97	86	86	0	86
Total	0	218	0	218	176	176	0	176

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 students (Dillard and Lauderhill) were 43.8% male and 56.3% 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*
Dillard	64	57	0	49	41	0
Lauderhill	33	64	0	28	58	0
Total	97	121	0	77	99	0

*DK = Don't Know.

As shown in Table 3, 8.3% of the enrolled students (Dillard and Lauderhill) were identified as Limited English Proficient (LEP), and 6.0% 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*
Dillard	2	119	0	6	115	0
Lauderhill	16	81	0	7	90	0
Total	18	200	0	13	205	0

*DK = Don't Know.

As shown in Table 4, 9.1% of the regularly participating students (Dillard and Lauderhill) were identified as Limited English Proficient (LEP), and 5.7% 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*
Dillard	2	88	0	4	86	0
Lauderhill	14	72	0	6	80	0
Total	16	160	0	10	166	0

*DK = Don't Know.

As shown in Table 5, most of the enrolled students (Dillard and Lauderhill) were identified as Black or African American (95.0%), and for regularly participating students 93.8% 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
Dillard	0	0	118	1	1	1	0	0	0	87	1	1	1	0
Lauderhill	0	0	89	0	0	8	0	0	0	78	0	0	8	0
Total	0	0	207	1	1	9	0	0	0	165	1	1	9	0

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

As shown in Table 6, the distribution of enrolled students (Dillard and Lauderhill) was 0.9% in kindergarten, 1.8% in grade 1, 4.1% in grade 2, 30.7% in grade 3, 33.5% in grade 4, and 28.9% in grade 5.

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
Dillard	0	0	0	0	35	43	43	0	0	0	0	0	0	0
Lauderhill	0	2	4	9	32	30	20	0	0	0	0	0	0	0
Total	0	2	4	9	67	73	63	0	0	0	0	0	0	0

** Grade levels are exclusive, as students can only be in one grade level. The total number of students where grade level is unknown are not indicated, but can be derived from this table.*

As shown in Table 7, the distribution of regularly participating students (Dillard and Lauderhill) was 2.3% in grade 1, 4.5% in grade 2, 32.4% in grade 3, 29.0% in grade 4, and 31.8% in grade 5.

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
Dillard	0	0	0	0	28	24	38	0	0	0	0	0	0	0
Lauderhill	0	0	4	8	29	27	18	0	0	0	0	0	0	0
Total	0	0	4	8	57	51	56	0	0	0	0	0	0	0

** Grade levels are exclusive, as students can only be in one grade level. The total number of students where grade level is unknown are not indicated, but can be derived from this table.*

As shown in Table 8, the percentage of enrolled students identified as qualifying for Free or Reduced Lunch (FRL) was 62.8%.

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

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK*
Dillard	42	45	34
Lauderhill	73	23	1
Total	115	68	35

*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 64.1%.

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

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK*
Dillard	33	35	22
Lauderhill	65	20	1
Total	98	55	23

*DK = Don't Know.

3.0 PROGRAM OPERATIONS

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. For the 2017 summer, neither program was in operation.

School Year-2017 Operation

Program guidance states that each elementary center must operate a minimum of twelve (12) afterschool hours per week and each middle/high center must operate a minimum of 9 hours per week. Overall, as shown in Table 10 these Broward elementary afterschool programs run 15 hours per week (3 hours per day and 5 days per week).

Table 10. 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
Dillard	34	170	5	-	-	3	-	-	-	170	-
Lauderhill	35	174	5	-	-	3	-	-	-	174	-

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 Dillard Elementary School, as shown in Table 11. There were 27 paid staff members and no volunteers at Lauderhill Elementary School, as shown in Table 12.

Table 11. Regular Staff by Paid and Volunteer Status. Dillard

Staff Type	Summer of 2017		2017-2017 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	0	0	12	0
Center administrators and coordinators	1	0	1	0
Other non-teaching school day staff	2	0	4	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	4	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 12. Regular Staff by Paid and Volunteer Status. Lauderhill

Staff Type	Summer of 2017		2017-2017 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	0	0	15	0
Center administrators and coordinators	1	0	1	0
Other non-teaching school day staff	1	0	9	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	2	0
Total	3	0	27	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 16:1 for both centers. Based on the 30 or more days student enrollment criteria, the student to staff ratio at Dillard Elementary was 7.5:1 and the student to staff ratio at Lauderhill Elementary was 5.7:1. 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 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, 50% 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 13, 90 out of 123 or 73.2% of regularly participating elementary students (Dillard and Lauderhill) met this expectation, thus the objective criterion (50%) was met.

Table 13. Language Arts Grades - Dillard and Lauderhill Elementary 21st CCLC.

Initial LA Grades	Qtr. 4 Language Arts Grades					Total for Initial
	A	B	C	D	F	
A	6 4.9%	10 8.1%	2 1.6%	0 0.0%	0 0.0%	18 14.6%
B	17 13.8%	29 23.6%	6 4.9%	0 0.0%	0 0.0%	52 42.3%
C	5 4.1%	8 6.5%	21 17.1%	3 2.4%	0 0.0%	37 30.1%
D	1 0.8%	5 4.1%	6 4.9%	1 0.8%	0 0.0%	13 10.6%
F	1 0.8%	0 0.0%	2 1.6%	0 0.0%	0 0.0%	3 2.4%
Total for Qtr. 4	30 24.4%	52 42.3%	37 30.1%	4 3.3%	0 0.0%	123 100.0%

2. Objective 2: The performance objective for math was stated as follows, “By the end of the program year, 50% 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 14, 84 out of 123 or 68.3% of regularly participating elementary students (Dillard and Lauderhill) met this expectation, thus the objective criterion (50%) was met.

Table 14. Math Grades - Dillard and Lauderhill Elementary 21st CCLC.

Initial Math Grades	Qtr. 4 Math Grades					Total for Initial
	A	B	C	D	F	
A	10	4	1	0	0	15
	8.1%	3.3%	0.8%	0.0%	0.0%	12.2%
B	10	23	3	0	0	36
	8.1%	18.7%	2.4%	0.0%	0.0%	29.3%
C	5	14	24	3	1	47
	4.1%	11.4%	19.5%	2.4%	0.8%	38.2%
D	2	4	8	4	0	18
	1.6%	3.3%	6.5%	3.3%	0.0%	14.6%
F	0	0	4	1	2	7
	0.0%	0.0%	3.3%	0.8%	1.6%	5.7%
Total for Qtr. 4	27	45	40	8	3	123
	22.0%	36.6%	32.5%	6.5%	2.4%	100.0%

3. Objective 3: The performance objective for science was stated as follows, “By the end of the program year, 50% of the regularly participating students will improve or maintain proficient academic performance in science as measured by report card grades.” 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, 98 out of 123 or 79.7% of regularly participating elementary students (Dillard and Lauderhill) met this expectation, thus the objective criterion (50%) was met.

Table 15. Science - Dillard and Lauderhill Elementary 21st CCLC.

Initial Science Grades	Qtr. 4 Science Grades					Total for Initial
	A	B	C	D	F	
A	19	5	0	2	0	26
	15.4%	4.1%	0.0%	1.6%	0.0%	21.1%
B	12	29	2	0	1	44
	9.8%	23.6%	1.6%	0.0%	0.8%	35.8%
C	10	14	13	1	0	38
	8.1%	11.4%	10.6%	0.8%	0.0%	30.9%
D	1	1	4	2	2	10
	0.8%	0.8%	3.3%	1.6%	1.6%	8.1%
F	0	0	3	2	0	5
	0.0%	0.0%	2.4%	1.6%	0.0%	4.1%
Total for Qtr. 4	42	49	22	7	3	123
	34.1%	39.8%	17.9%	5.7%	2.4%	100.0%

4. Objective 4: The performance objective for grade promotion was stated as follows, “By the end of the program year, 75% of the regularly participating students will achieve promotion based on their performance on the FSA.” The success criterion assigned to this objective was “students achieve an FSA score sufficient to achieve promotion to the fourth grade.”

The success criterion assigned to this objective was not sufficient to measure the stated objective. Promotion to the fourth grade is based on a combination of measures and assessments. For the objective assessment, 3rd grade promotion was substituted with 47 of 57 third grade students receiving promotion to the fourth grade; thus, 82.5% of students met this objective and the criterion (75%) was met.

Goal 2: Improve Awareness of Healthy Behaviors

5. Objective 5: By the end of the program year, 80% of participating students will improve their healthy eating habits as measured by curriculum-based assessment. The success criterion assigned to this objective was “An increase from baseline or identification of

healthy behaviors (80%) or higher on the final measure will indicate achievement in good nutrition.”

Post assessment scores were greater than the pre-assessment scores on nutrition for 84 of 110 elementary students (Dillard and Lauderhill); thus, 76.4% of students met this objective and the criterion (80%) was approached, but not met.

Goal 3: Enhance Behavior and Problem Solving

6. Objective 6: By the end of the program year, 80% of participating students will maintain high performance or improve their application of positive character traits as measured by school/district records. The success criterion assigned to this objective was “maintenance or achievement on the final measure of a C or better (acceptable) level of conduct.”

Post-conduct scores were greater than initial conduct scores or conduct scores were maintained at a “C” or better level for 136 of 139 elementary school students (Dillard and Lauderhill); thus, 97.8% of students met this objective and the criterion (80%) was met.

Goal 4: Increase Parental Involvement

7. Objective 7: By the end of the program year, 65% of participating family members will demonstrate their involvement in student education as measured by perceptual survey (parent). The success criterion assigned to his objective is “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 elementary school students (Dillard and Lauderhill), 59 of 60 parents reported a knowledge increase as a result of the event; thus, 98.3% 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 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, 136 parents completed the parent survey. Most respondents were female (79.4%) and a majority identified their race as African American or Black-Not Hispanic (91.7%), followed by Other (5.3%), then Hispanic (2.3%), and finally White Non-Hispanic (0.8%). A majority of parents responding indicated they had one child attending the program (71.7%), followed by two children (24.4%), and then three or more children (3.9%). Many parents responding to the parent survey (49.3%) reported they had attended a family night event, and most (73.9%) reported the parent nights were beneficial.

When asked about the program as a whole most parents (94.9%) were satisfied or very satisfied. Only two (1.5%) of the survey respondents indicated that they were not satisfied. Parents were also satisfied or very satisfied with the overall warmth and friendliness of the staff (94.8%), staff's ability to work with their child (97.8%), and staff's ability to relate well to them as parents (91.9%).

Many parents reported some level of satisfaction with the variety of activities offered to their children (91.9%) and the safety of the program environment (96.3%). A majority of parents also indicated their children were completing their homework (92.4%), and they were progressing academically (93.9%). Socially, parents strongly agreed or agreed their children were learning to

get along with others (93.9%) and staying out of trouble because of their child's program participation (96.2%). Most parents (89.6%) agreed or strongly agreed that the program helped them become more involved in their child's education. Overall, many parents (92.6%) 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 (89.1%). Given the scenario that program services would no longer be available, many respondents indicated their children would be home alone (25.6%), participating in a different afterschool program (17.3%), cared for by a sibling (17.3%), cared for by another relative (16.5%), cared for by a parent (12.0%), cared for by a friend or neighbor (9.0%), or Other (2.3%).

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 116 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 (90.5%), quality of homework turned in (87.8%), improved class participation (86.7%), improvement for volunteerism in the classroom (85.1%), attending class regularly (88.6%), being attentive in class (87.1%), and behaving well in class (88.7%). Teachers also indicated "improved" or "did not need to improve" on academic performance (87.9%), students coming to school motivated to learn (86.1%), getting along well with other students (86.2%), and improvement in student self-efficacy - belief they can do well in school (83.5%). Teachers indicated "improved" or "did not need to improve" on parents' interest and involvement in their child's schooling (80.2%).

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 1st through 5th grade completed the survey. As shown in Table 16, 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 16. Student Survey Results.

Survey Question	☺ Definitely	☹ Somewhat	☹ Not at all
	<i>n</i>	<i>n</i>	<i>n</i>
	(%)	(%)	(%)
Did you enjoy the activities in your afterschool program?	93 (70.5)	32 (24.2)	7 (5.3)
Did your afterschool program have adults who care about you?	110 (85.3)	15 (11.6)	4 (3.1)
Did you feel safe at your afterschool program?	100 (78.7)	20 (15.7)	7 (5.5)
Did your afterschool program help you get along well with others?	76 (58.5)	37 (28.5)	17 (13.1)
Did your afterschool program help you understand that following rules is important?	97 (75.8)	20 (15.6)	11 (8.6)
Did your afterschool program help you solve problems in a positive way?	78 (60.0)	43 (33.1)	9 (6.9)
Did your afterschool program help you with your homework?	106 (82.2)	18 (14.0)	5 (3.9)
Did your afterschool program help you improve your grades?	91 (71.1)	28 (21.9)	9 (7.0)

5.3 Student Success Snapshot

The student selected for this snapshot was a 4th grader at Lauderhill Paul Turner Elementary School who attended the program for 134 days during the academic school year. This student was on the honor roll for the entire year and they maintained positive behavior throughout the year. When asked about how the program helped them, they indicated that the homework time was the most helpful, stating, “It allowed me the time to get my homework done.” The student liked having time outside, having homework time, and going on field trips. When asked about any changes they would suggest for the program, the student stated that they would like to go on more field trips. When asked if afterschool taught them something they did not know from the regular school day,

the student indicated that they learned how to do long division prior to “my teacher teaching me.” Finally, the student shared that “we have learned a lot in the 21st Century Program.”

5.4 Overall Findings for Each Objective

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

6.0 PROGRESS TOWARD SUSTAINABILITY

As shown in Table 17, Broward County Public Schools provided large contributions in facilities and personnel to service the centers, along with financial support for center overhead and professional development for project personnel.

Table 17. 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
Dr. John Enger	FPO	Yes	Evaluation Services
Dillard Elementary	SD	No	Facilities
Lauderhill Elementary 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

7.0 LESSONS LEARNED AND RECOMMENDATIONS

21st CCLC program impact

- Students served in the afterschool program were afforded a very positive learning environment in contrast to many of these students being left home alone during these afterschool hours.

- The 21st CCLC afterschool program was successful in the elementary 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

- For their first year, the Lauderhill Paul Turner Elementary program has a very good attendance rate.
- Overall, the Lauderhill Paul Turner Elementary students were well behaved, mannerly, and respectful in talking with one another.
- The Lauderhill Paul Turner Elementary teachers were knowledgeable and in charge in each classroom.
- It appears that there are adequate numbers of teachers and paraprofessional staff members at Lauderhill Paul Turner Elementary to have smaller classes and favorable student to teacher ratios.
- Having the two Co-Site Coordinators holding the math and literary coach positions at Lauderhill Paul Turner Elementary yields an obvious tie-in to the regular day school program. These two interact daily with all the teachers throughout the school and are able to detect and work on problems that students are having, as noted by their teachers.
- This Dillard Elementary School program is very well planned and executed; exceptional for a first-year program.
- Good initial meeting with the Dillard Elementary School students in recording attendance and then offering the 15 minutes of social-emotional-learning time.
- The Dillard Elementary School students were well behaved.
- It appears that all four paraprofessional staff members responsible for supervising the initial hour of the Dillard Elementary School afterschool program know the names of all the students.
- The Dillard Elementary School program does a good job in accommodating student participation in extra-curricular activities. Here, students were able to participate in both the Dance Club and the Drum Line Club while being members of the 21st CCLC afterschool program.

- Overall, in all activities and classes, there appears to be good coverage with Dillard Elementary School teachers and paraprofessionals.
- The Dillard Elementary School Coding class was a hit.
- The Dillard Elementary School Art class saw students engaged and excited about the activity.

Recommendations

1. Make sure that the Lauderhill Paul Turner Elementary schedule covers the grant objectives.
2. The Lauderhill Paul Turner Elementary schedule is difficult to follow and lacks significant information.
 - a. The locations of the activities are not noted.
 - b. Lauderhill Paul Turner Elementary Teacher names are not provided.
 - c. The academic activities are limited, coverage seems to be tutoring and PBL.
 - d. There are 17 BCPS 21st CCLC afterschool programs and each has a schedule. Recommended is to look at some of them to get ideas to improve your own.
3. In the Lauderhill Paul Turner Elementary Main Office reception area, there is a nice 21st CCLC bulletin board, but it is out of sight. A more prominent location for this display would enhance marketing of the program.
4. Check to ensure that the Dillard Elementary School schedule covers the grant objectives.
5. The Dillard Elementary School program schedule is presented by grade level (3, 4, 5). After looking through the schedule, the following items might be considered to provide clarity and better articulate the program activities.
 - a. Ensure the minutes represented on the schedule accommodate the requirements of the grant.
 - b. Put the name of the teacher or person responsible for each activity period listed on the schedule.
 - c. Identify the room or location of each activity listed on the schedule.
 - d. On the Dillard Elementary School schedule, reading and math are combined, but realize the grant objectives are separate. Time allotted should be determined for each.