

# **Summative Report for Grant #060-2448B-8CCC1**

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**New River Middle School of Broward County**

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## **2017-2018 New River 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, third year findings of the approved 21st Century Community Learning Center (21<sup>st</sup> CCLC) continuing grant for New River 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 19, 2017 through June 6, 2018.

Agencies receiving this award are required to establish or expand 21<sup>st</sup> CCLC programs that provide at-risk students opportunities for academic enrichment, personal enrichment, and complement students' standard academic programs. The 21<sup>st</sup> CCLC program also engages adult family members of actively participating students through educational and personal development opportunities. The 21<sup>st</sup> 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 one school, (New River Middle). As shown in Table 1, a total of 232 students were in attendance at least one day during the project reporting period, and 138 students (59.5%) 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>New River</b>	57	138	37	<b>232</b>	0	104	34	<b>138</b>
<b>Note.</b> 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 New River Middle regularly participating students were 44.2% male and 55.8% 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>New River</b>	106	126	0	61	77	0

\*DK = Don't Know.

As shown in Table 3, 39.2% of the enrolled New River Middle students were identified as Limited English Proficient (LEP), and 20.7% 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>New River</b>	91	141	0	48	184	0

\*DK = Don't Know.

As shown in Table 4, 41.3% of the regularly participating New River Middle students were identified as Limited English Proficient (LEP), and 21.0% 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*
<b>New River</b>	57	81	0	29	109	0

\*DK = Don't Know.

As shown in Table 5, most of the enrolled New River Middle students were identified as either Black or African American (41.8%) and Hispanic/Latino (40.1%). For regularly participating students 42.0% were identified as Black or African American while 38.4% identified as Hispanic/Latino.

**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>New River</b>	0	4	97	93	30	8	0	0	1	58	53	22	4	0

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

As shown in Table 6, the distribution of enrolled New River Middle students was 1.3% in grade 5, 39.7% in grade 6, 28.0% in grade 7, and 31.0% in grade 8.

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

Site Name	Grade in School*													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>New River</b>	0	0	0	0	0	0	3	92	65	72	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 enrolled New River Middle students was 0.7% in grade 5, 32.6% in grade 6, 33.3% in grade 7, and 33.3% in grade 8.

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

Site Name	Grade in School*													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
<b>New River</b>	0	0	0	0	0	0	1	45	46	46	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 New River students identified as qualifying for Free or Reduced Lunch (FRL) was 81.7%.

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

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK*
<b>New River</b>	193	39	0

\*DK = Don't Know.

As shown in Table 9, the percentage of regularly participating New River students identified as qualifying for Free or Reduced Lunch (FRL) was 81.4%.

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

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK*
<b>New River</b>	114	24	0

\*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. As shown in Table 10, New River operated during Summer 2017 with 6 weeks of operation at 5 hours per day.

**Table 10. School Year 2017 Summer Operation.**

Site Name	Total number of <u>weeks</u> THIS site was open:	<u>Typical</u> number of <b>days per week</b> THIS site was open:	<u>Typical</u> number of <b>hours per week</b> THIS site was open on:		
			<b>Weekdays</b>	<b>Weekday Evenings</b>	<b>Weekends</b>
<b>New River</b>	6	4	20	-	-

**School Year-2017 Operation**

Program guidance states that each elementary center must operate a minimum of 12 afterschool hours per week and each middle/high center must operate a minimum of 9 hours per week. Overall, as shown in Table 11 this Broward middle school afterschool program (New River) ran 1.83 hours per day and 5 days per week.

**Table 11. School Year 2017-18 Operation.**

Site Name	Total # weeks THIS site was open	Total # <b>days</b> THIS site was open	<u>Typical</u> # <b>days per week</b> THIS site was open	<u>Typical</u> # <b>hours per week</b> THIS site was open				<u>Total</u> # <b>days</b> THIS site operated			
				Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends/ Holidays
<b>New River</b>	34	168	5	-	-	10	-	168	-	168	-

**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 22 paid staff members and no volunteers at New River Middle School, as shown in Table 10.



**Table 12. Regular Staff by Paid and Volunteer Status. New River.**

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)	17	0	15	0
Center administrators and coordinators	2	0	2	0
Other non-teaching school day staff	5	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	25	0	22	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 for New River Middle was 15:1. Based on the 30 or more days student enrollment criteria, the student to staff ratio at was 9.2:1. 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 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.

## **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, 70% 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, 99 out of 136 or 72.8% of regularly participating New River Middle students met this expectation, thus the objective criterion (70%) was met.

**Table 13. Language Arts Grades – New River Middle 21st CCLC.**

Initial LA Grades	Qtr. 4 Language Arts Grades								Total for Initial
	A	B+	B	C+	C	D+	D	F	
A	32 23.5%	5 3.7%	15 11.0%	0 0.0%	4 2.9%	0 0.0%	1 0.7%	0 0.0%	57 41.9%
B+	3 2.2%	5 3.7%	4 2.9%	1 0.7%	3 2.2%	0 0.0%	0 0.0%	1 0.7%	17 12.5%
B	7 5.1%	4 2.9%	12 8.8%	1 0.7%	11 8.1%	2 1.5%	1 0.7%	1 0.7%	39 28.7%
C+	0 0.0%	0 0.0%	0 0.0%	1 0.7%	1 0.7%	0 0.0%	0 0.0%	0 0.0%	2 1.5%
C	0 0.0%	1 0.7%	7 5.1%	1 0.7%	3 2.2%	0 0.0%	2 1.5%	1 0.7%	15 11.0%
D+	0 0.0%	0 0.0%	1 0.7%	0 0.0%	1 0.7%	0 0.0%	0 0.0%	0 0.0%	2 1.5%
D	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.7%	0 0.0%	0 0.0%	1 0.7%	2 1.5%
F	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.7%	0 0.0%	1 0.7%	0 0.0%	2 1.5%
Total for Qtr. 4	42 30.9%	15 11.0%	39 28.7%	4 2.9%	25 18.4%	2 1.5%	5 3.7%	4 2.9%	136 100.0%

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 or improve from a Level 1 or Level 2 to a Level 3 or higher.”

Results for the FSA in language arts for the New River Middle school students showed 50 out of 134 students (37.3%) 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, 70% 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, 110 out of 136 or 80.9% of regularly participating New River Middle students met this expectation, thus the objective criterion (70%) was met.

**Table 14. Math Grades - New River Middle 21st CCLC.**

Initial Math Grades	Qtr. 4 Math Grades								Total for Initial
	A	B+	B	C+	C	D+	D	F	
A	31 22.8%	4 2.9%	11 8.1%	0 0.0%	2 1.5%	0 0.0%	0 0.0%	0 0.0%	48 35.3%
B+	4 2.9%	1 0.7%	3 2.2%	2 1.5%	0 0.0%	0 0.0%	0 0.0%	1 0.7%	11 8.1%
B	18 13.2%	2 1.5%	14 10.3%	0 0.0%	5 3.7%	1 0.7%	1 0.7%	1 0.7%	42 30.9%
C+	2 1.5%	2 1.5%	1 0.7%	1 0.7%	0 0.0%	0 0.0%	1 0.7%	0 0.0%	7 5.1%
C	3 2.2%	0 0.0%	6 4.4%	2 1.5%	1 0.7%	0 0.0%	2 1.5%	1 0.7%	15 11.0%
D+	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
D	1 0.7%	0 0.0%	2 1.5%	1 0.7%	4 2.9%	1 0.7%	1 0.7%	2 1.5%	12 8.8%
F	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	1 0.7%	1 0.7%
Total for Qtr. 4	59 43.4%	9 6.6%	37 27.2%	6 4.4%	12 8.8%	2 1.5%	5 3.7%	6 4.4%	136 100.0%

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 or improve from a Level 1 or Level 2 to a Level 3 or higher.”

Results for the FSA in math for the New River Middle school students showed 62 out of 134 students (46.3%) 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, 70% 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 15, 114 out of 136 or 83.8% of regularly participating New River Middle students met this expectation, thus the objective criterion (70%) was met.

**Table 15. Science - New River Middle 21st CCLC.**

Initial Science Grades	Qtr. 4 Science Grades								Total for Initial
	A	B+	B	C+	C	D+	D	F	
A	45 33.1%	3 2.2%	7 5.1%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	55 40.4%
B+	9 6.6%	1 0.7%	4 2.9%	2 1.5%	2 1.5%	0 0.0%	0 0.0%	0 0.0%	18 13.2%
B	10 7.4%	2 1.5%	14 10.3%	3 2.2%	3 2.2%	0 0.0%	2 1.5%	0 0.0%	34 25.0%
C+	2 1.5%	1 0.7%	0 0.0%	0 0.0%	2 1.5%	0 0.0%	1 0.7%	0 0.0%	6 4.4%
C	3 2.2%	2 1.5%	3 2.2%	4 2.9%	0 0.0%	1 0.7%	2 1.5%	0 0.0%	15 11.0%
D+	0 0.0%	0 0.0%	1 0.7%	1 0.7%	2 1.5%	0 0.0%	0 0.0%	0 0.0%	4 2.9%
D	0 0.0%	0 0.0%	2 1.5%	1 0.7%	1 0.7%	0 0.0%	0 0.0%	0 0.0%	4 2.9%
F	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Total for Qtr. 4	69 50.7%	9 6.6%	31 22.8%	11 8.1%	10 7.4%	1 0.7%	5 3.7%	0 0.0%	136 100.0%

6. **Objective 6:** The performance objective for math was stated as follows, “By the end of the program year, 75% of regularly participating students will improve their science as

measured by state assessment (e.g. FSA). The success criterion assigned to this objective was “Maintain an Achievement Level 3 (satisfactory) or higher or improve from a Level 1 or Level 2 to a Level 3 or higher.”

Results for the FSA in science for the New River Middle School 8<sup>th</sup> grade students showed 18 out of 43 students (41.9%) 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 45 of 61 New River Middle students; thus, 73.8% of students met this objective and the criterion (80%) was approached, but not met.

8. Objective 8: By the end of the program year, 80% of participating students will increase their aerobic fitness as measured by pre-post assessment. The success criterion assigned to this objective was “an increase from baseline”

Post-assessment scores were greater than the initial scores on aerobic fitness for 35 of 56 New River Middle students; thus, 62.5% of students met this objective and the criterion (80%) was not met.

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

9. Objective 10: 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 initial conduct scores or conduct scores were maintained at a “C” or better level for 114 of 114 school students; thus, 100.0% of the New River Middle students met this objective and the criterion (80%) was met.

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

10. Objective 9: By the end of the program year, 80% of (Middle) participating students will report their engagement in career exploration as measured by perceptual survey (student).

By year's end, 38 out of 58 middle school students reported they had explored or selected a career; thus, 65.5% of the New River Middle students met this objective and the criterion (80%) was not met.

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

11. Objective 11: 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 New River Middle School students, 7 of 7 parents attended two or more Adult Family Night events; thus, 100.0% of parents met this objective and the criterion (65%) was met.

12. Objective 12: By the end of the program year, 80% of participating students [parents] will demonstrate their involvement in student education as measured by perceptual survey (teacher).

Teachers reported parent involvement for New River Middle students through a federal teacher survey. Question #12: "*Have the student's parents become more interested and/or involved in their child's schooling?*" was utilized to ascertain increased involvement. Teachers reported for parents of New River Middle School students, 54 of 86 parents did not need to improve and improved their involvement in their child's education; thus, 62.8% of parents met this objective and the criterion (80%) was not 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

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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, 61 parents completed the parent survey. Most respondents were female (72.1%) and a majority identified their race as African American or Black-Not Hispanic (38.3%), followed by Hispanic (26.7%), then White Non-Hispanic (20.0%), Other (8.3%), Biracial/Multiracial (5.0%), and Asian (1.7%). A majority of parents responding indicated they had one child attending the program (74.5%), then two children (25.5%). Many parents responding to the parent survey (39.3%) reported they had attended a family night event, and most (66.7%) reported the parent nights were beneficial.

When asked about the program as a whole, most parents (96.7%) were satisfied or very satisfied. Parents were also satisfied or very satisfied with the overall warmth and friendliness of the staff (95.1%), staff's ability to work with their child (93.3%), and staff's ability to relate well to them as parents (90.2%).

Many parents reported some level of satisfaction with the variety of activities offered to their children (93.4%) and the safety of the program environment (95.1%). A majority of parents also indicated their children were completing their homework (90.2%), and they were progressing academically (81.7%). Socially, parents strongly agreed or agreed their children were learning to get along with others (93.2%) and staying out of trouble because of their child's program participation (91.8%). Most parents (86.9%) agreed or strongly agreed that the program helped them become more involved in their child's education. Overall, many parents (93.4%) 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 (91.5%). Given the scenario that program services would no longer be available, many respondents indicated their children would be home alone (44.1%), participating in another afterschool program (15.3%), Other (11.9%), cared for by a sibling (8.5%), cared for by another relative (8.5%), cared for by parent (6.8%), cared for by friend or neighbor (5.1%).

### **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 110 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 (69.1%), quality of homework turned in (70.0%), improved class participation (69.1%), improvement for volunteerism in the classroom (67.0%), attending class regularly (82.7%), being attentive in class (72.5%), and behaving well in class (73.6%). Teachers also indicated "improved" or "did not need to improve" on academic performance (73.4%), students coming to school motivated to learn (70.0%), getting along well with other students (82.4%), and improvement in student self-efficacy - belief they can do well in school (81.8%). Teachers indicated "improved" or "did not need to improve" on parents' interest and involvement in their child's schooling (64.4%).

### **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 103 students in 6<sup>th</sup> through 8<sup>th</sup> 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?	57 (57.6)	37 (37.4)	5 (5.1)
Did your afterschool program have adults who care about you?	63 (64.3)	29 (29.6)	6 (6.1)
Did you feel safe at your afterschool program?	73 (74.5)	22 (22.4)	3 (3.1)
Did your afterschool program help you get along well with others?	52 (53.1)	35 (35.7)	11 (11.2)
Did your afterschool program help you understand that following rules is important?	70 (71.4)	21 (21.4)	7 (7.1)
Did your afterschool program help you solve problems in a positive way?	54 (54.5)	37 (37.4)	8 (8.1)
Did your afterschool program help you with your homework?	64 (65.3)	19 (19.4)	15 (15.3)
Did your afterschool program help you improve your grades?	55 (56.1)	23 (23.5)	20 (20.4)

Middle school students in 6<sup>th</sup> thru 8<sup>th</sup> grade completed an additional 4 scaled items. As shown in Table 22, 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 17. 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)	54 (55.1)	27 (27.6)	8 (8.2)	9 (9.2)
Did your afterschool program help you understand how to make career choices? (middle school only)	43 (44.3)	32 (33.0)	10 (10.3)	12 (12.4)
Did your afterschool program help you understand that doing drugs is wrong? (middle school only)	60 (63.2)	20 (21.1)	1 (1.1)	14 (14.7)
Did your afterschool program help you understand that violence is wrong? (middle school only)	67 (68.4)	19 (19.4)	7 (7.1)	5 (5.1)

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 (67.7%), older sibling (32.3%), friends (32.3%), alone by myself (32.3%). Students were also asked what they would be doing between 3:00pm and 6:00pm. The student responses were: hanging out by myself (50.5%), hanging out with friends (51.5%), entertainment activities – such as watching TV (80.8%), activities planned by adults (46.5%), helping out around the house (56.6%), studying or working on homework (63.6%), and working at a job (8.1%), volunteering in my neighborhood (7.1%).

### 5.3 Student Success Snapshot

The student selected for this snapshot was an 8<sup>th</sup> grader at New River Middle School who attended the program for 140 days during the academic school year. This student had been successful during the year in improving both academic and personal enrichment. The student increased their Language Arts grade from a “D+” to a “B,” math from “D” to a “B,” and science from “D” to a “B.”

### 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 18, 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 18. 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	OTH	No	Afterschool Dinner and Snack
Dr. John Enger	FPO	Yes	Evaluation Services
New River 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 New River Middle 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 New River Middle 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 at New River Middle.

***Lessons Learned***

- There is a good, friendly feeling in the program, particularly noted when New River Middle School students meet at the beginning of the program in the cafeteria.
- Ms. Ambrose has generated an innovative daily schedule that lets each New River Middle School student know where to go each day.
- The young entrepreneur class is a nice touch to the curriculum that emphasizes higher thinking skills.
- The New River Middle School attendance rate is excellent!
- Since the Site Coordinator, Ms. Ambrose, was away from the New River Middle School program this afternoon, the information I received was solely from staff members. Impressive is the extent to which all of the teachers and staff members were so acutely aware of all aspects of the afternoon program.

***Recommendations***

1. Check to ensure that the New River Middle School schedule covers the grant objectives. Realize that the session titles (Civics, Young Entrepreneurs, Novel Study, Fitness, and Technology) in themselves do not communicate directly what is called for in the objectives.
2. The New River Middle School recruitment poster in the Main Office (STARS with school bus illustration) is an outstanding idea. (This has been shared as an example to other programs!) However, the poster lists information for 2015 and this is 2018. The poster should be updated.