

**Summative Report for
Grant #060-2448B-8CCC9**

**North Side Elementary School and Plantation
Elementary Schools of Broward County**

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2017-2018 North Side Elementary and Plantation Elementary 21st Century Community Learning Centers Summative Evaluation

1.0 OVERVIEW AND HISTORY

The purpose of this evaluation is to report the summative 2017-2018, second year findings of the approved 21st Century Community Learning Center (21st CCLC) continuing grant for North Side and Plantation 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 June 12, 2017 through June 5, 2018.

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

2.0 STUDENT CHARACTERISTICS

2.1 Total Student Enrollment and Attendance

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

was for two schools, North Side and Plantation elementary schools. As shown in Table 1, a total of 315 students were in attendance at least one day during the project reporting period, and 203 students participated 30 or more days. Overall, 64.4% of the enrolled students (North Side and Plantation) 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
North Side	31	79	45	155	0	63	36	99
Plantation	56	70	34	160	0	70	34	104
Total	87	149	79	315	0	133	70	203

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

2.2 Student Demographics

As shown in Table 2, the percentages by gender for the regularly participating students (North Side and Plantation) were 54.7% male and 45.3% 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*
North Side	75	80	0	52	47	0
Plantation	91	69	0	59	45	0
Total	166	149	0	111	92	0

*DK = Don't Know.

As shown in Table 3, 22.9% of the enrolled students (North Side and Plantation) were identified as Limited English Proficient (LEP), and 1.6% were identified as having a disability.

Table 3. Students with Special Needs: Total Participating Students.

Site Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
North Side	55	100	0	4	151	0
Plantation	17	143	0	1	159	0
Total	72	243	0	5	310	0

*DK = Don't Know.

As shown in Table 4, 24.1% of the regularly participating students (North Side and Plantation) were identified as Limited English Proficient (LEP), and 2.5% 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*
North Side	40	59	0	4	95	0
Plantation	9	95	0	1	103	0
Total	49	154	0	5	198	0

*DK = Don't Know.

As shown in Table 5, most of the enrolled students (North Side and Plantation) were identified as Black or African American (92.4%), and for regularly participating students 93.6% 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
North Side	0	0	148	4	1	2	0	0	0	95	2	0	2	0
Plantation	1	6	143	9	0	1	0	0	4	95	4	0	1	0
Total	1	6	291	13	1	3	0	0	4	190	6	0	3	0

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

As shown in Table 6, the distribution of enrolled students (North Side and Plantation) was 6.0% in grade 2, 33.0% in grade 3, 33.3% in grade 4, and 27.6% 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
North Side	0	0	0	19	55	46	35	0	0	0	0	0	0	0
Plantation	0	0	0	0	49	59	52	0	0	0	0	0	0	0
Total	0	0	0	19	104	105	87	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 (North Side and Plantation) was 33.0% in grade 3, 36.0% in grade 4, and 31.0% 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
North Side	0	0	0	0	39	33	27	0	0	0	0	0	0	0
Plantation	0	0	0	0	28	40	36	0	0	0	0	0	0	0
Total	0	0	0	0	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 8, the percentage of enrolled students identified as qualifying for Free or Reduced Lunch (FRL) was 93.9%.

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

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK*
North Side	151	4	0
Plantation	143	15	2
Total	294	19	2

*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 93.1%.

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

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK*
North Side	96	3	0
Plantation	92	11	1
Total	188	14	1

*DK = Don't Know.

3.0 PROGRAM OPERATIONS

3.1 Summer Operation

Federal and state reporting guidelines require the reporting of typical operations. The 21st CCLC 2017-2018 Request for Application guidelines state that each proposed learning center is required to operate a minimum of “four days per week,” including summer. Overall, as shown in Table 10 these Broward summer programs run either 47.5 hours per week (9.5 hours per day and 5 days per week) or 40 hours per week (8 hours per day and 5 days per week).

Table 10. Summer 2017 Operation.

Site Name	Total number of <u>weeks</u> THIS center was open	Typical number of <u>days per week</u> THIS center was open	Typical number of hours per week THIS center was open on:		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS
North Side	7	5	47.5	-	-
Plantation	6	5	40	-	-

3.2 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 11 these Broward afterschool programs run either 12.5 hours per week (2.5 hours per day and 5 days per week) or 15 hours per week (3 hours per day and 5 days per week).

Table 11. School Year 2017-2018 Operation.

Site Name	Total # weeks THIS site was open	Total # days THIS site was open	Typical # days per week THIS site was open	Typical # hours per week THIS site was open				Total # days THIS site operated			
				Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends/ Holidays
North Side	33	166	5	-	-	12.5	-	-	-	166	-
Plantation	33	166	5	-	-	15	-	-	-	166	-

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 14 paid staff members and no volunteers at North Side Elementary School, as shown in Table 12. There were 15 paid staff members and no volunteers at Plantation Elementary Schools, as shown in Table 13.

Table 12. Regular Staff by Paid and Volunteer Status. North Side Elementary

Staff Type	Summer of 2017		2017-2018 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	4	0	10	0
Center administrators and coordinators	1	0	1	0
Other non-teaching school day staff	2	0	2	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	8	0	14	0

Table 13. Regular Staff by Paid and Volunteer Status. Plantation Elementary

Staff Type	Summer of 2017		2017-2018 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	3	0	10	0
Center administrators and coordinators	1	0	1	0
Other non-teaching school day staff	2	0	3	0
Parents	0	0	0	0
College Students	0	0	0	0
High School Students	0	0	0	0
Community Members	0	0	0	0
Subcontracted Staff	0	0	0	0
Other	1	0	1	0
Total	7	0	15	0

¹For all staff categories *except* "Other", report only staff paid with 21st CCLC funds. These categories represent the regular responsibilities of program staff during the regular school day.

4.2 Students-to-Staff Ratio

The proposed academic and personal enrichment ratio was 20:1 for both centers. Based on the 30 or more days student enrollment criteria, the student to staff ratio at North Side Elementary was 9.9:1 and the student to staff ratio at Plantation Elementary was 10.4:1. Observations at site visitations confirmed that the proposed student to staff ratios were not exceeded.

4.3 Staff Training

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

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

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

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

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

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

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

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

4.4 Staff Turnover

Staff turnover during the 2017-2018 21st CCLC project year was estimated at zero for North Side. Turnover was estimated at 44.0% ($n=11$) for Plantation Elementary School with no staff members stating they “Don’t Know” if they replaced a staff member.

4.5 Certified Teachers

Each of the 21st CCLC teaching staff at North Side Elementary School holds a valid State of Florida Professional Educator’s Certificate. All academic instruction was provided by these 10 certified teachers at North Side Elementary School.

Each of the 21st CCLC teaching staff at Plantation Elementary School holds a valid State of Florida Professional Educator’s Certificate. All academic instruction was provided by 10 certified teachers at Plantation Elementary School.

5.0 OBJECTIVES AND OUTCOMES

5.1 Objectives and Activities

Table 14. Objectives and Description of Activities.

Objective	Description of Activities
50% of regularly participating students will improve to a satisfactory English/language arts (ELA) grade or above or maintain a high grade across the program year.	Small group reading instruction for 30 minutes per day Teacher created PBL BrainPop Jr.
50% of regularly participating students will improve to a satisfactory mathematics grade or above or maintain a high grade across the program year.	Small group reading instruction Teacher created PBL
50% of regularly participating students will improve to a satisfactory science grade or above or maintain a high grade across the program year.	Math Coach Curriculum Teacher created PBL BrainPop Jr.
75% of regularly participating students in third grade will achieve promotion based on their performance on the FSA.	Academic Curriculum Small Group Instruction
80% of participating students will improve their healthy eating habits as measured by curriculum-based assessment.	California Dairy Council – Deal Me in Afterschool Nutrition My Plate

Objective	Description of Activities
80% of participating students will improve their application of positive character traits as measured by school/district records.	Kids Against Bullying and Violence Activities Character Counts
65% of participating family members will increase their knowledge (in a specified area) as measured by perceptual survey (parent).	Adult Family Member Night - Science Technology Enrichment Program

5.2 Data Collection Methods

5.2.1 Measures and Data Collected:

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

5.2.2 Data Collection Timeline:

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

5.2.3 Data Quality:

The district data coordinator ensured that academic grades were recorded with accuracy. The evaluation team provided oversight of personal enrichment objective assessments through an online survey portal. Center staff recorded daily attendance via an online platform that included aligned student demographics. All data was combined to mirror required state and federal reporting. All students completed objective assessments upon entry into the program or during the first data reporting period.

5.2.4 Continuous Assessment:

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

5.2.5 Student Inclusion:

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

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

To assess the extent to which the approved 2017-2018 program objectives were met, the following data was collected and analyzed: monthly attendance; parent night knowledge surveys; quarterly academic (language arts, math, and science); District promotion records; student nutrition and physical fitness assessments; student conduct grades; and 21st CCLC Federal Parent, Teacher, and Student surveys.

Goal 1: Improve Student Academic Performance

1. Objective 1: The performance objective for Language Arts was stated as follows, “By the end of the program year, 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 15, 121 out of 174 or 69.5% of regularly participating students (North Side and Plantation) met this expectation, thus the objective criterion (50%) was met.

Table 15. Language Arts Grades - North Side and Plantation Elementary 21st CCLC.

Initial LA Grades	Qtr. 4 Language Arts Grades					Total for Initial
	A	B	C	D	F	
A	19 10.9%	12 6.9%	2 1.1%	0 0.0%	0 0.0%	33 19.0%
B	19 10.9%	39 22.4%	11 6.3%	3 1.7%	0 0.0%	72 41.4%
C	7 4.0%	23 13.2%	28 16.1%	7 4.0%	0 0.0%	65 37.4%
D	0 0.0%	0 0.0%	2 1.1%	2 1.1%	0 0.0%	4 2.3%
F	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Total for Qtr. 4	45 25.9%	74 42.5%	43 24.7%	12 6.9%	0 0.0%	174 100.0%

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 16, 97 out of 173 or 56.1% of regularly participating students (North Side and Plantation) met this expectation, thus the objective criterion (50%) was met.

Table 16. Math Grades - North Side and Plantation Elementary 21st CCLC.

Initial Math Grades	Qtr. 4 Math Grades					Total for Initial
	A	B	C	D	F	
A	22 12.7%	11 6.4%	0 0.0%	0 0.0%	0 0.0%	33 19.1%
B	10 5.8%	27 15.6%	17 9.8%	2 1.2%	0 0.0%	56 32.4%
C	4 2.3%	19 11.0%	34 19.7%	13 7.5%	3 1.7%	73 42.2%
D	1 0.6%	2 1.2%	1 0.6%	6 3.5%	1 0.6%	11 6.4%
F	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Total for Qtr. 4	37 21.4%	59 34.1%	52 30.1%	21 12.1%	4 2.3%	173 100.0%

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 17, 126 out of 173 or 72.8% of regularly participating (North Side and Plantation) students met this expectation, thus the objective criterion (50%) was met.

Table 17. Science - North Side and Plantation Elementary 21st CCLC.

Initial Science Grades	Qtr. 4 Science Grades					Total for Initial
	A	B	C	D	F	
A	26	9	3	1	0	39
	15.0%	5.2%	1.7%	0.6%	0.0%	22.5%
B	24	43	16	1	0	84
	13.9%	24.9%	9.2%	0.6%	0.0%	48.6%
C	4	16	19	1	1	41
	2.3%	9.2%	11.0%	0.6%	0.6%	23.7%
D	0	2	1	3	1	7
	0.0%	1.2%	0.6%	1.7%	0.6%	4.0%
F	0	0	1	0	1	2
	0.0%	0.0%	0.6%	0.0%	0.6%	1.2%
Total for Qtr. 4	54	70	40	6	3	173
	31.2%	40.5%	23.1%	3.5%	1.7%	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 51 of 61 third grade students receiving promotion to the fourth grade; thus, 83.6% 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 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 110 of 134 elementary students (North Side and Plantation); thus, 82.1% of students met this objective and the criterion (80%) was met.

Goal 3: Enhance Behavior and Problem Solving

1. Objective 6: 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 188 of 191 elementary school students (North Side and Plantation); thus, 98.4% of students met this objective and the criterion (80%) was met.

Goal 4: Increase Parental Involvement

2. Objective 7: 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 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 (North Side and Plantation), 78 of 78 parents reported a knowledge increase as a result of the event; thus, 100% of parents met this objective and the criterion (65%) was met.

5.4 Other Findings

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

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

Parent Surveys

Overall, 121 parents completed the parent survey. Most respondents were female (75.4%) and a majority identified their race as African American or Black-Not Hispanic (74.2%), followed by Biracial/Multiracial (10.0%), Other (8.3%), Hispanic (5.8%), then White Non-Hispanic (1.7%). A majority of parents responding indicated they had one child attending the program (71.8%), followed by two children (26.4%), and then three or more children (1.8%). Many parents responding to the parent survey (61.6%) reported they had attended a family night event, and most (69.6%) reported the parent nights were beneficial.

When asked about the program as a whole, most parents (99.2%) were satisfied or very satisfied. Parents were also satisfied or very satisfied with the overall warmth and friendliness of the staff (97.5%), staff's ability to work with their child (99.2%), and staff's ability to relate well to them as parents (98.3%).

Many parents reported some level of satisfaction with the variety of activities offered to their children (92.6%) and the safety of the program environment (94.9%). A majority of parents also indicated their children were completing their homework (94.2%), and they were progressing academically (89.3%). Socially, parents strongly agreed or agreed their children were learning to

get along with others (92.6%) and staying out of trouble because of their child's program participation (95.0%). Most parents (94.2%) agreed or strongly agreed that the program helped them become more involved in their child's education. Overall, many parents (96.7%) 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 (90.8%). Given the scenario that program services would no longer be available, many respondents indicated their children would be home alone (20.5%), cared for by a parent (20.5%), cared for by sibling (18.8%), attending a different afterschool program (12.8%), cared for by another relative (11.1%), Other (10.3%), cared for by a friend or neighbor (6.0%).

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 182 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 (86.3%), quality of homework turned in (84.6%), improved class participation (86.3%), improvement for volunteerism in the classroom (87.8%), attending class regularly (86.8%), being attentive in class (83.0%), and behaving well in class (84.1%). Teachers also indicated "improved" or "did not need to improve" on academic performance (86.3%), students coming to school motivated to learn (85.2%), getting along well with other students (87.4%), and improvement in student self-efficacy - belief they can do well in school (88.5%). Teachers indicated "improved" or "did not need to improve" on parents' interest and involvement in their child's schooling (90.1%).

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 192 students in 3rd through 5th grade completed the survey. As shown in Table 18, each of the eight aspects related to their program was viewed in a very positive light. The items with the

most positive responses were the items indicating students feeling safe in the afterschool program and help in understanding that following rules is important.

Table 18. Student Survey Results.

Survey Question	☺ Definitely	☹ Somewhat	☹ Not at all
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Did you enjoy the activities in your afterschool program?	144 (75.4)	46 (24.1)	1 (0.5)
Did your afterschool program have adults who care about you?	143 (75.3)	45 (23.7)	2 (1.1)
Did you feel safe at your afterschool program?	147 (77.4)	39 (20.5)	4 (2.1)
Did your afterschool program help you get along well with others?	132 (69.8)	48 (25.4)	9 (4.8)
Did your afterschool program help you understand that following rules is important?	148 (78.3)	37 (19.6)	4 (2.1)
Did your afterschool program help you solve problems in a positive way?	143 (75.7)	40 (21.2)	6 (3.2)
Did your afterschool program help you with your homework?	143 (75.7)	34 (18.0)	12 (6.3)
Did your afterschool program help you improve your grades?	146 (77.7)	36 (19.1)	6 (3.2)

5.5 Student Success Snapshot

The student selected for this snapshot was an 3rd grader at North Side Elementary School who attended the program for 156 days during the academic school year. This student was on the honor roll throughout the year. When asked about how the program helped them most, they indicated that “doing practice tests for the FSA helped me because it made me better at it.” The student liked “planting and watching the caterpillars turn into butterflies.” When asked about any changes they would suggest for the program, the student stated that they would like to spend more time outside. When asked if afterschool taught them something they did not know from the regular school day, the student indicated that they did not understand the process of metamorphosis – watching the

caterpillar was impactful for understanding this process. Finally, the student shared that “we have fun and the work isn’t that hard.”

5.6 Overall Findings for Each Objective

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

6.0 PROGRESS TOWARD SUSTAINABILITY

6.1 Partners

As shown in Table 19, 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 19. 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	OTH	No	Afterschool Dinner and Snack
Dr. John Enger	FPO	Yes	Evaluation Services
North Side Elementary	SD	No	Facilities
Plantation 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

6.2. New Partners

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

6.3. Partner Upkeep

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

6.4 Partner Contributions

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

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

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

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

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

7.0 LESSONS LEARNED AND RECOMMENDATIONS

21st CCLC program impact

- Students served in the afterschool 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

- The North Side Elementary schedule is straight-forward and relates well to the program objectives.
- Overall, the North Side Elementary students were noisy, but very well behaved.
- The 21st CCLC afterschool North Side Elementary program is respectful of what the partnership with the Firewall program is providing.
- The North Side Elementary Firewall program's use of outside volunteers has been very fruitful.
- The North Side Elementary teachers observed seemed very capable and engaged in helping their students learn.
- The North Side Elementary afterschool program receives good support in the monitoring role at the front entrance.
- Evidently, offering disruptive older North Side Elementary students a role in the gardening program has worked well in calming their disruptive behavior.
- Ms. Hanslow, a Co-Site Coordinator, is very energetic and enthusiastic about the afterschool program at North Side Elementary.
- The footprint of the 21st CCLC afterschool program is established at North Side Elementary with posters, a garden, and dedicated classrooms.
- This 21st CCLC afterschool program has an outstanding attendance rate.
- Although Plantation Elementary teachers are not available until 4:00, there is good supervision coverage in the cafeteria homework and supper period until that time.

- Having worked on homework and then completed supper, it seems difficult to keep the Plantation Elementary students' attention to homework from 3:30 to 4:00. The math contest lead by one of the supervisors was a boon to occupy that time.
- The Plantation Elementary school appears to have a good commitment and good relationship with the 21st CCLC afterschool program.
- The Plantation Elementary students, although somewhat noisy, were overall well behaved.
- At Plantation Elementary, Ms. Mitchell appears to be very successful with her group of 3rd graders in getting them to appreciate their success in reading, math, and writing. She seems to instill in them the thirst to learn and succeed.

Recommendations

- The starting time for the 21st CCLC afterschool program at North Side Elementary School should be corrected on the District schedule (change from 4:00 to 3:00).
- The effective use of outside volunteers by the Firewall program (a partner of the 21st CCLC afterschool program at North Side Elementary) should be shared with other 21st CCLC afterschool programs.
- Ensure that the printed Plantation Elementary schedule matches the program objectives in the grant. (This does not appear to be obvious for objectives in reading, math, science, nutrition, etc.)
- Re-look at the recommendations made last year concerning the Plantation Elementary schedule and the rough example that was provided.
- Pursue the development of more activities for the initial cafeteria period to keep Plantation Elementary students engaged for the initial hour.
- Provide more age-appropriate materials for Plantation Elementary students to use during the initial cafeteria period.
- Give kudos to Ms. Mitchell for her success in getting her Plantation Elementary students to progress and revel in their success. Consider recommending Ms. Mitchell as a resource person to other 21st CCLC programs.