

**Summative Report for
Grant #060-2448B-8CC12**

**Robert Markham Elementary School and Pinewood
Elementary School of Broward County**

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2017-2018 Robert Markham Elementary and Pinewood Elementary Schools 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 Robert Markham (Markham) and Pinewood 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, Markham and Pinewood elementary schools. As shown in Table 1, a total of 234 students were in attendance at least one day during the project reporting period, and 205

students participated 30 or more days. Overall, 87.6% of the enrolled students (Markham and Pinewood) 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 |
| Markham | 0 | 152 | 0 | 152 | 0 | 124 | 0 | 124 |
| Pinewood | 0 | 82 | 0 | 82 | 0 | 81 | 0 | 81 |
| Total | 0 | 234 | 0 | 234 | 0 | 205 | 0 | 205 |

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 (Markham and Pinewood) were 44.4% male and 55.6% female.

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

| Site Name | Total Participating Students | | | Regularly Participating Students | | |
|-----------------|------------------------------|--------|-----|----------------------------------|--------|-----|
| | Gender | | | Gender | | |
| | Male | Female | DK* | Male | Female | DK* |
| Markham | 54 | 98 | 0 | 49 | 75 | 0 |
| Pinewood | 50 | 32 | 0 | 49 | 32 | 0 |
| Total | 104 | 130 | 0 | 98 | 107 | 0 |

*DK = Don't Know.

As shown in Table 3, 7.7% of the enrolled students (Markham and Pinewood) were identified as Limited English Proficient (LEP), and 2.1% 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* |
| Markham | 16 | 136 | 0 | 1 | 151 | 0 |
| Pinewood | 2 | 80 | 0 | 4 | 78 | 0 |
| Total | 18 | 216 | 0 | 5 | 229 | 0 |

*DK = Don't Know.

As shown in Table 4, 7.8% of the regularly participating students (Markham and Pinewood) were identified as Limited English Proficient (LEP), and 2.0% 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* |
| Markham | 14 | 110 | 0 | 0 | 124 | 0 |
| Pinewood | 2 | 79 | 0 | 4 | 77 | 0 |
| Total | 16 | 189 | 0 | 4 | 201 | 0 |

*DK = Don't Know.

As shown in Table 5, most of the enrolled students (Markham and Pinewood) were identified as Black or African American (82.9%), and for regularly participating students 65.9% 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 |
| Markham | 0 | 1 | 103 | 40 | 0 | 3 | 5 | 2 | 1 | 68 | 5 | 2 | 4 | 0 |
| Pinewood | 0 | 1 | 86 | 33 | 0 | 3 | 1 | 2 | 1 | 67 | 5 | 2 | 4 | 0 |
| Total | 0 | 2 | 189 | 73 | 0 | 6 | 6 | 4 | 2 | 135 | 10 | 4 | 8 | 0 |
| <i>* Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.</i> | | | | | | | | | | | | | | |

As shown in Table 6, the distribution of enrolled students (Markham and Pinewood) was 0.4% in pre-kindergarten, 9.0% in kindergarten, 8.1% in grade 1, 8.5% in grade 2, 24.4% in grade 3, 26.5% in grade 4, and 23.1% 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 |
| Markham | 1 | 6 | 10 | 7 | 38 | 46 | 44 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pinewood | 0 | 15 | 9 | 13 | 19 | 16 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 1 | 21 | 19 | 20 | 57 | 62 | 54 | 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 (Markham and Pinewood) was 0.5% in pre-kindergarten, 9.8% in kindergarten, 8.8% in grade 1, 8.3% in grade 2, 26.3% in grade 3, 26.3% in grade 4, and 20.0% 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 |
| Markham | 1 | 5 | 9 | 4 | 35 | 39 | 31 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Pinewood | 0 | 15 | 9 | 13 | 19 | 15 | 10 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Total | 1 | 20 | 18 | 17 | 54 | 54 | 41 | 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 96.3%.

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

| Site Name | Free or Reduced-Price Lunch | | |
|-----------------|-----------------------------|----|-----|
| | Yes | No | DK* |
| Markham | 127 | 7 | 18 |
| Pinewood | 79 | 1 | 2 |
| Total | 206 | 8 | 20 |

*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 96.3%.

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

| Site Name | Free or Reduced-Price Lunch | | |
|--------------|-----------------------------|----|-----|
| | Yes | No | DK* |
| Markham | 103 | 6 | 15 |
| Pinewood | 78 | 1 | 2 |
| Total | 181 | 7 | 17 |

*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 8 these Broward afterschool programs run either 15 hours per week (3 hours per day and 5 days per week) or 20 hours per week (4 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 |
| Markham | 35 | 170 | 5 | 0 | 0 | 15 | 0 | 0 | 0 | 170 | 0 |
| Pinewood | 35 | 170 | 5 | 0 | 0 | 20 | 0 | 0 | 0 | 170 | 0 |

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 2016-2017 school year, there were 23 paid staff members and no volunteers at Markham Elementary School, as shown in Table 11. There were 27 paid staff members and no volunteers at Pinewood Elementary Schools, as shown in Table 12.

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

| Staff Type | Summer of 2017 | | 2017-2018 School Year | |
|---|-------------------|-----------|-----------------------|-----------|
| | Paid ¹ | Volunteer | Paid ¹ | Volunteer |
| School day teachers (former and substitute) | 2 | 0 | 13 | 0 |
| Center administrators and coordinators | 1 | 0 | 1 | 0 |
| Other non-teaching school day staff | 3 | 0 | 7 | 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 | 7 | 0 | 23 | 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. Pinewood

| Staff Type | Summer of 2017 | | 2017-2018 School Year | |
|---|-------------------|-----------|-----------------------|-----------|
| | Paid ¹ | Volunteer | Paid ¹ | Volunteer |
| School day teachers (former and substitute) | 0 | 0 | 22 | 0 |
| Center administrators and coordinators | 1 | 0 | 1 | 0 |
| Other non-teaching school day staff | 1 | 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 | 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 Markham Elementary was 9.5:1 and the student to staff ratio at Pinewood Elementary was 3.7:1. 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, 69 out of 124 or 55.6% of regularly participating elementary students (Markham and Pinewood) met this expectation, thus the objective criterion (50%) was met.

Table 13. Language Arts Grades - Markham and Pinewood Elementary 21st CCLC.

| Initial LA Grades | Qtr. 4 Language Arts Grades | | | | | Total for Initial |
|-------------------------|-----------------------------|-------------|-------------|------------|-----------|-------------------------|
| | A | B | C | D | F | |
| A | 12 9.7% | 6 4.8% | 3 2.4% | 1 0.8% | 0 0.0% | 22 17.7% |
| B | 10 8.1% | 17 13.7% | 16 12.9% | 3 2.4% | 0 0.0% | 46 37.1% |
| C | 5 4.0% | 17 13.7% | 24 19.4% | 5 4.0% | 0 0.0% | 51 41.1% |
| D | 0 0.0% | 1 0.8% | 1 0.8% | 1 0.8% | 2 1.6% | 5 4.0% |
| F | 0 0.0% | 0 0.0% | 0 0.0% | 0 0.0% | 0 0.0% | 0 0.0% |
| Total for Qtr. 4 | 27 21.8% | 41 33.1% | 44 35.5% | 10 8.1% | 2 1.6% | 124 100.0% |

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, 68 out of 123 or 55.3% of regularly participating elementary students (Markham and Pinewood) met this expectation, thus the objective criterion (50%) was met.

Table 14. Math Grades - Markham and Pinewood Elementary 21st CCLC.

| Initial Math Grades | Qtr. 4 Math Grades | | | | | Total for Initial |
|---------------------|--------------------|-------------|-------------|-------------|-----------|-------------------|
| | A | B | C | D | F | |
| A | 6 4.9% | 5 4.1% | 0 0.0% | 0 0.0% | 0 0.0% | 11 8.9% |
| B | 9 7.3% | 20 16.3% | 10 8.1% | 2 1.6% | 0 0.0% | 41 33.3% |
| C | 14 11.4% | 10 8.1% | 25 20.3% | 10 8.1% | 2 1.6% | 61 49.6% |
| D | 0 0.0% | 1 0.8% | 3 2.4% | 6 4.9% | 0 0.0% | 10 8.1% |
| F | 0 0.0% | 0 0.0% | 0 0.0% | 0 0.0% | 0 0.0% | 0 0.0% |
| Total for Qtr. 4 | 29 23.6% | 36 29.3% | 38 30.9% | 18 14.6% | 2 1.6% | 123 100.0% |

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, 87 out of 124 or 70.2% of regularly participating (Markham and Pinewood) students met this expectation, thus the objective criterion (50%) was met.

Table 15. Science - Markham and Pinewood Elementary 21st CCLC.

| Initial Science Grades | Qtr. 4 Science Grades | | | | | Total for Initial |
|------------------------|-----------------------|-------|-------|-------|------|-------------------|
| | A | B | C | D | F | |
| A | 12 | 4 | 0 | 1 | 0 | 17 |
| | 9.7% | 3.2% | 0.0% | 0.8% | 0.0% | 13.7% |
| B | 23 | 14 | 5 | 3 | 1 | 46 |
| | 18.5% | 11.3% | 4.0% | 2.4% | 0.8% | 37.1% |
| C | 17 | 15 | 16 | 9 | 0 | 57 |
| | 13.7% | 12.1% | 12.9% | 7.3% | 0.0% | 46.0% |
| D | 0 | 0 | 2 | 2 | 0 | 4 |
| | 0.0% | 0.0% | 1.6% | 1.6% | 0.0% | 3.2% |
| F | 0 | 0 | 0 | 0 | 0 | 0 |
| | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| Total for Qtr. 4 | 52 | 33 | 23 | 15 | 1 | 124 |
| | 41.9% | 26.6% | 18.5% | 12.1% | 0.8% | 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 42 of 50 third grade students receiving promotion to the fourth grade; thus, 84.0% 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 initial assessment scores on nutrition for 71 of 90 elementary students (Markham and Pinewood); thus, 78.9% 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 154 of 156 elementary school students (Markham and Pinewood); thus, 98.7% 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 (Markham and Pinewood), 101 of 103 parents reported a knowledge increase as a result of the event; thus, 98.1% 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, 140 parents completed the parent survey. Most respondents were female (64.7%) and a majority identified their race as African American or Black-Not Hispanic (17.5%), followed by Hispanic (19.3%), then biracial/multiracial (4.4%), Other (2.2%), White Non-Hispanic (1.5%), and Asian (0.7%). A majority of parents responding indicated they had one child attending the program (50.8%), followed by two children (34.6%), and then three or more children (14.6%). Many parents responding to the parent survey (60.9%) reported they had attended a family night event, and most (72.2%) reported the parent nights were beneficial.

When asked about the program as a whole, most parents (97.9%) were satisfied or very satisfied. Only three (2.1%) 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 (96.4%), staff's ability to work with their child (94.2%), and staff's ability to relate well to them as parents (97.1%).

Many parents reported some level of satisfaction with the variety of activities offered to their children (97.1%) and the safety of the program environment (94.9%). A majority of parents also indicated their children were completing their homework (87.9%), and they were progressing academically (90.7%). Socially, parents strongly agreed or agreed their children were learning to

get along with others (94.3%) and staying out of trouble because of their child's program participation (92.0%). Most parents (89.1%) agreed or strongly agreed that the program helped them become more involved in their child's education. Overall, many parents (95.7%) 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 (91.9%). Given the scenario that program services would no longer be available, many respondents indicated their children would attend a different afterschool program (26.6%), be cared for by a parent (17.3%), home alone (15.8%), cared for by another relative (15.1%), cared for by sibling (12.9%), Other (6.5%), or cared for by a friend or neighbor (5.8%).

Additionally, parent open responses indicated the program should address the following during the upcoming year's family events: (a) academics, (b) reading, (c) math, (d) STEM, (e) behavior, bullying, financial planning and taxes, and community/diversity skills. Parent also indicated that they would prefer more flexible pick up times, expanded hours, more homework time, better supervision, better safety and rules, more academics and tutoring, address behavior problems and bullying, and more activities and games.

TEACHER SURVEYS

Regular school day teacher surveys are a required federal reporting component utilized to ascertain student school-related behavior changes during the regular school day. As such, teacher's opinions indicate the extent of program impact on other areas of the student's life. Regular school day teachers completed the 14-question survey for 161 unduplicated, regularly participating students.

The following percentages represent the proportions of students identified by teachers as "improved" or "did not need to improve" on the respective survey items: students turning in their homework on time (72.7%), quality of homework turned in (73.9%), improved class participation (68.3%), improvement for volunteerism in the classroom (66.5%), attending class regularly (73.9%), being attentive in class (70.0%), and behaving well in class (69.6%). Teachers also indicated "improved" or "did not need to improve" on academic performance (76.4%), students coming to school motivated to learn (70.2%), getting along well with other students (73.3%), and improvement in student self-efficacy - belief they can do well in school (73.7%). Teachers

indicated “improved” or “did not need to improve” on parents’ interest and involvement in their child’s schooling (68.9%).

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 150 students in kindergarten through 5th grade completed the survey. As shown in Table 21, 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? | 108 (76.6) | 30 (21.3) | 3 (2.1) |
| Did your afterschool program have adults who care about you? | 109 (77.3) | 29 (20.6) | 3 (2.1) |
| Did you feel safe at your afterschool program? | 102 (73.9) | 29 (21.0) | 7 (5.1) |
| Did your afterschool program help you get along well with others? | 81 (58.7) | 44 (31.9) | 13 (9.4) |
| Did your afterschool program help you understand that following rules is important? | 119 (84.4) | 17 (12.1) | 5 (3.5) |
| Did your afterschool program help you solve problems in a positive way? | 102 (72.9) | 31 (22.1) | 7 (5.0) |
| Did your afterschool program help you with your homework? | 94 (68.1) | 36 (25.1) | 8 (5.8) |
| Did your afterschool program help you improve your grades? | 102 (72.3) | 26 (18.4) | 13 (9.2) |

5.3 Student Snapshot

The student selected for this snapshot was a 3rd grader at Robert Markham Elementary School who attended the program for 99 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 “C” to a “A” and science from “C” to an “A.” Personal enrichment scores indicated that the student met their nutrition and goal and improved their behavior in the afterschool 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 | OTH | No | Afterschool Dinner and Snack |
| Dr. John Enger | FPO | Yes | Evaluation Services |
| Markham Elementary | SD | No | Facilities |
| Pinewood 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

- The Markham Elementary afterschool program students are respectful and well behaved.
- The Markham Elementary paraprofessionals seem to be very conscientious in monitoring student behavior and in their attention to students needing help with homework.
- The Markham Elementary afterschool program teachers appear to be on top of things in their interaction with and expectations for their students.
- There is a safe feeling in the Markham Elementary school.
- The Markham Elementary program has an unusual opportunity to build upon – in coordinating the afterschool program with the regular school day. That being having both a math coach and a literacy coach as part of the program. This provides for daily interaction between classroom teachers and the afterschool program in identifying student needs and in obtaining ideas to improve the programs (both ways!).
- Significant for a first-year program is the development of a very orderly process in the Markham Elementary cafeteria in addressing homework and eating.
- There appears to be good planning and preparation at Markham Elementary for the introduction of exercises of the type that students expectedly will encounter in the state tests.
- The Pinewood Elementary 4-hour afterschool program certainly gives ample time to cover program objectives. It is much easier to fit everything in 4 hours than the 3-hour afterschool programs in most schools.
- The utilization of “partner” teachers is a great idea. This both empowers the Pinewood Elementary teachers in covering classes and facilitates the day-to-day curriculum transfer.

- Another clever idea used in the Pinewood Elementary program is the intermingling of older students with younger students in the cafeteria. Already observed is how this program has proved fruitful both ways – with the older students serving as mentors and with the younger students enjoying the personal interaction with the older students.
- The 5th graders have enjoyed their rolls as mentors to these younger students. The younger students have also enjoyed having “older kids” as their mentors. This has really helped in keeping students on task and getting the homework done. Yet, there are instances where these students are exposed to real life. One 5th grader lamented to Ms. Johnson about the request of one of the younger students saying, “I don’t want to hurt his feelings, but he just wants me to read the same book again and again and again.”
- The Pinewood Elementary reading cart serves a well-defined purpose. Noted, too, was how age-related materials were added and rotated.
- There was a single one-hour instructional block each afternoon, and that was among an additional 4 half-hour blocks. This timeframe facilitates coverage of all Pinewood Elementary grant objectives.
- This Pinewood Elementary program is fortunate to have 5 classrooms dedicated solely for 21st CCLC afterschool program activities. Furthermore, each of these classrooms has displays at the doorway announcing such and showing a schedule for each day’s activities.
- The Pinewood Elementary program uses transition rooms near the front entrance for dismissal. Students are moved to these rooms for the last half hour. This certainly facilitates efficient dismissal.

Recommendations

1. There are several things that should be looked at regarding the Markham Elementary schedule.
 - a. Does the Markham Elementary schedule cover the objectives the program has been funded for? The academic part of the schedule covers reading, math, PBL, and SPARK fitness. Look at the objectives to ensure this list is all-inclusive of what need be covered.
 - b. Identify Markham Elementary teachers on the schedule as Ms. or Mr.
 - c. Names, dates, rooms listings should be consistent.
 - d. On the Markham Elementary schedule, no location is given for homework/dinner.

- e. No academic program year is identified (2017-18).
 - f. Is SPARK fitness assigned for Grade 3? It isn't on the schedule.
2. Consider placing a recruitment/informational 21st CCLC afterschool program poster in the Markham Elementary Main Office. That might be a good place for parents to become aware of this opportunity for their children. New River Middle School has a good example of this.
3. It would be helpful for the Markham Elementary program to look at other 21st CCLC elementary afterschool programs and to interact with the other Site Coordinators with respect to:
 - a. Curricula and activities.
 - b. Increasing parent participation.
 - c. Planning for next year.
4. The Markham Elementary program should prepare someone to be able to take over some of Ms. Flagg's duties:
 - a. To be able to cover any occasion of her absence.
 - b. To give her the opportunity to conduct other/additional leadership tasks.
5. The Pinewood Elementary program should consider increasing its membership number to be able to anticipate attendance nearer the funded number of 80.
6. Kudos to the Pinewood Elementary principal and please extend kudos to the 8-member team that created the vision for this particular 21st CCLC afterschool program. That strong planning and subsequent execution has produced a very effective 1st-year program.
7. In the Pinewood Elementary Rotation Schedules, it would be helpful to denote the room locations and the names of the teachers responsible for the various activities.