

**Summative Report for
Grant #060-2448B-8CCC3**

**Rock Island Elementary and Thurgood Marshall
Elementary Schools of Broward County**

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2017-2018 Rock Island Elementary and Thurgood Marshall Elementary 21st Century Community Learning Centers Summative Evaluation

OVERVIEW

The purpose of this evaluation is to report the summative 2017-2018 fourth year findings of the approved 21st Century Community Learning Center (21st CCLC) continuing grant for Rock Island Elementary School and Thurgood Marshall Elementary School. The project is funded by a multi-year grant from the 21st CCLC Program through the Florida Department of Education, Bureau of Family and Community Outreach. The grant reporting period covered in this report is from June 12, 2017 through June 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, (Rock Island and Thurgood Marshall Elementary). As shown in Table 1, a

total of 362 students were in attendance at least one day during the project reporting period, and 219 students (60.5%) participated 30 or more days.

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

Site Name	Total Enrolled Attending (at least one day)				Regularly Participating Enrollment (30 days or more)			
	Summer Only	School Year Only	Both Summer AND School Year	Total	Summer Only	School Year Only	Both Summer AND School Year	Total
Rock Island	46	75	44	165	0	58	42	100
Thurgood Marshall	56	105	36	197	0	83	36	119
Total	102	180	80	362	0	141	78	219

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 Rock Island and Thurgood Marshall regularly participating students were 41.6% male and 58.4% 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*
Rock Island	73	92	0	41	59	0
Thurgood Marshall	81	113	0	50	69	0
Total	154	205	0	91	128	0

*DK = Don't Know.

As shown in Table 3, 5.5% of the enrolled Rock Island and Thurgood Marshall students were identified as Limited English Proficient (LEP), and 0.8% 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*
Rock Island	15	150	0	2	163	0
Thurgood Marshall	5	192	0	1	196	0
Total	20	342	0	3	359	0

*DK = Don't Know.

As shown in Table 4, 5.5% of the regularly participating Rock Island and Thurgood Marshall elementary students were identified as Limited English Proficient (LEP), and 0.5% 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	DK*	Yes	No	DK*
Rock Island	9	91	0	0	100	0
Thurgood Marshall	3	116	0	1	118	0
Total	12	207	0	1	218	0

*DK = Don't Know.

As shown in Table 5, most of the enrolled Rock Island and Thurgood Marshall elementary students were identified as Black or African American (95.3%), 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
Rock Island	0	0	155	8	0	2	0	0	0	93	5	0	2	0
Thurgood Marshall	0	0	190	6	1	0	0	0	0	112	6	1	0	0
Total	0	0	345	14	1	2	0	0	0	205	11	1	2	0
<i>* Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.</i>														

As shown in Table 6, the distribution of enrolled Rock Island and Thurgood Marshall Elementary students was 0.8% in kindergarten, 6.9% in grade 1, 13.8% in grade 2, 20.4% in grade 3, 25.7% in grade 4, 27.6% in grade 5, 4.1% in grade six, and 0.6% in grade seven.

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
Rock Island	0	3	15	30	40	35	37	5	0	0	0	0	0	0
Thurgood Marshall	0	0	10	20	34	58	63	10	2	0	0	0	0	0
Total	0	3	25	50	74	93	100	15	2	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 Rock Island and Thurgood Marshall Elementary students was 2.7% in grade 1, 13.2% in grade 2, 20.1% in grade 3, and 32.4% in grade 4, and 31.5% 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
Rock Island	0	0	3	20	21	27	29	0	0	0	0	0	0	0
Thurgood Marshall	0	0	3	9	23	44	40	0	0	0	0	0	0	0
Total	0	0	6	29	44	71	69	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 82.4%.

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

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK*
Rock Island	154	2	9
Thurgood Marshall	136	60	1
Total	290	62	10

*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 91.1%.

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

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK*
Rock Island	96	0	4
Thurgood Marshall	99	19	1
Total	195	19	5

*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. Overall, as shown in Table 10 these Broward summer programs run 32 hours per week (8 hours per day and 4 days per week).

Table 10. Summer 2017 Operation.

Center 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 <u>hours per week</u> THIS center was open on:		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS
Rock Island	6	4	32	-	-
Thurgood Marshall	6	4	32	-	-

School Year-2017 Operation

Program guidance states that each center must operate a minimum of twelve (12) afterschool hours per week. Overall, as shown in Table 8 these Broward afterschool programs run 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
Rock Island	36	172	5	-	-	15	-	-	-	172	-
Thurgood Marshall	36	172	5	-	-	15	-	-	-	172	-

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 Rock Island Elementary School, as shown in Table 12. There were 20 paid staff members and no volunteers at Thurgood Marshall Elementary School, as shown in Table 13.

Table 12. Regular Staff by Paid and Volunteer Status. Rock Island.

Staff Type	Summer of 2017		2017-2018 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	7	0	9	0
Center administrators and coordinators	1	0	1	0
Other non-teaching school day staff	3	0	2	0
Parents	0	0	0	0
College Students	0	0	0	0
High School Students	3	0	0	0
Community Members	1	0	1	0
Subcontracted Staff	0	0	0	0
Other	1	0	1	0
Total	16	0	14	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 13. Regular Staff by Paid and Volunteer Status. Thurgood Marshall.

Staff Type	Summer of 2017		2017-2018 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	6	0	12	0
Center administrators and coordinators	1	0	1	0
Other non-teaching school day staff	5	0	6	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	13	0	20	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 15:1 for both centers. Based on the 30 or more days student enrollment criteria, the student to staff ratio at Rock Island Elementary was 11.1:1 and the student to staff ratio at Thurgood Marshall Elementary was 9.9:1. 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.

5.0 OBJECTIVES AND OUTCOMES

5.1 Objective Assessment

Goal 1: Improve Student Academic Performance

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

As shown in Table 14, 94 out of 149 or 63.1% of regularly participating elementary students (Rock Island and Thurgood Marshall) met this expectation, thus the objective criterion (75%) was not met.

Table 14. Language Arts Grades – Rock Island and Thurgood Marshall 21st CCLC.

Initial LA Grades	Qtr. 4 Language Arts Grades					Total for Initial
	A	B	C	D	F	
A	16 10.7%	12 8.1%	4 2.7%	0 0.0%	0 0.0%	32 21.5%
B	14 9.4%	15 10.1%	12 8.1%	0 0.0%	0 0.0%	41 27.5%
C	4 2.7%	22 14.8%	29 19.5%	6 4.0%	0 0.0%	61 40.9%
D	0 0.0%	3 2.0%	8 5.4%	4 2.7%	0 0.0%	15 10.1%
F	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Total for Qtr. 4	34 22.8%	52 34.9%	53 35.6%	10 6.7%	0 0.0%	149 100.0%

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 elementary school students (Rock Island and Thurgood Marshall) showed 36 out of 94 students (38.3%) scored a level 3 or above; thus, the success criterion for this objective (75%) was not met.

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

As shown in Table 15, 81 out of 144 or 56.3% of regularly participating elementary students (Rock Island and Thurgood Marshall) met this expectation, thus the objective criterion (75%) was not met.

Table 15. Math Grades - Rock Island and Thurgood Marshall 21st CCLC.

Initial Math Grades	Qtr. 4 Math Grades					Total for Initial
	A	B	C	D	F	
A	17 11.8%	7 4.9%	3 2.1%	0 0.0%	0 0.0%	27 18.8%
B	10 6.9%	5 3.5%	6 4.2%	0 0.0%	1 0.7%	22 15.3%
C	9 6.2%	23 16.0%	39 27.1%	9 6.2%	1 0.7%	81 56.2%
D	1 0.7%	2 1.4%	7 4.9%	4 2.8%	0 0.0%	14 9.7%
F	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Total for Qtr. 4	37 25.7%	37 25.7%	55 38.2%	13 9.0%	2 1.4%	144 100.0%

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 elementary school students (Rock Island and Thurgood Marshall) showed 47 out of 93 students (50.5%) scored a level 3 or above; thus, the success criterion for this objective (75%) was not met.

5. **Objective 5:** The performance objective for science was stated as follows, “By the end of the program year, 75% of the regularly participating students will improve their science as measured by report cards 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 16, 87 out of 144 or 60.4% of regularly participating elementary students (Rock Island and Thurgood Marshall) met this expectation, thus the objective criterion (75%) was not met.

Table 16. Science - Rock Island and Thurgood Marshall 21st CCLC.

Initial Science Grades	Qtr. 4 Science Grades					Total for Initial
	A	B	C	D	F	
A	16 11.1%	2 1.4%	1 0.7%	0 0.0%	1 0.7%	20 13.9%
B	25 17.4%	19 13.2%	15 10.4%	2 1.4%	0 0.0%	61 42.4%
C	5 3.5%	17 11.8%	26 18.1%	11 7.6%	0 0.0%	59 41.0%
D	2 1.4%	0 0.0%	1 0.7%	1 0.7%	0 0.0%	4 2.8%
F	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%	0 0.0%
Total for Qtr. 4	48 33.3%	38 26.4%	43 29.9%	14 9.7%	1 0.7%	144 100.0%

6. **Objective 6:** The performance objective for science was stated as follows, “By the end of the program year, 75% of regularly participating students will improve their science 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 5th grade elementary school students (Rock Island and Thurgood Marshall) showed 13 out of 57 students (22.8%) 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 84 of 117 elementary students (Rock Island and Thurgood Marshall); thus, 71.8% of students met this objective and the criterion (80%) was 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 nutrition for 81 of 117 elementary students (Rock Island and Thurgood Marshall); thus, 69.2% of students met this objective and the criterion (80%) was not met.

Goal 3: Enhance Behavior and Problem Solving

1. Objective 9: 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 162 of 162 elementary school students (Rock Island and Thurgood Marshall); thus, 100.0% of students met this objective and the criterion (80%) was met.

Goal 4: Increase Parental Involvement

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

The evaluator created a parent survey to be administered at the close of each parent event. At the conclusion of the 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 (Rock Island and Thurgood Marshall), 135 of 136 parents reported a knowledge increase as a result of the recorded event; thus, 99.3% of parents met this objective and the criterion (65%) was met.

5.2 Other Findings

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

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

PARENT SURVEYS

Overall, 99 parents completed the parent survey. Most respondents were female (78.8%) and a majority identified their race as African American or Black-Not Hispanic (92.9%), followed by Hispanic (3.0%), then Biracial/Multiracial (2.0%), White Non-Hispanic (1.0%), and Other (1.0%).

A majority of parents responding indicated they had one child attending the program (81.1%), followed by two children (14.7%), and then three or more children (4.2%). Many parents responding to the parent survey (78.1%) reported they had attended a family night event, and many (88.9%) reported the parent nights were beneficial.

When asked about the program as a whole, most parents (99.0%) were satisfied or very satisfied. Parents were also satisfied or very satisfied with the overall warmth and friendliness of the staff (99.0%), staff's ability to work with their child (99.0%), and staff's ability to relate well to them as parents (97.0%).

Many parents reported some level of satisfaction with the variety of activities offered to their children (99.0%) and the safety of the program environment (99.0%). A majority of parents also indicated their children were completing their homework (96.0%), and they were progressing academically (96.0%). Socially, parents strongly agreed or agreed their children were learning to get along with others (95.9%) and staying out of trouble because of their child's program participation (96.9%). Most parents (98.0%) agreed or strongly agreed that the program helped them become more involved in their child's education. Overall, many parents (100%) 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 (95.8%). Given the scenario that program services would no longer be available, many respondents indicated their children would attend another afterschool program (46.5%), be cared for by another relative (22.2%), cared for by a parent (11.1%), home alone (8.1%), cared for by a sibling (5.1%), cared for by a friend or neighbor (4.0%), Other (3.0%).

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 145 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 (87.6%), quality of homework turned in (82.8%), improved class participation

(84.2%), improvement for volunteerism in the classroom (76.7%), attending class regularly (85.5%), being attentive in class (79.5%), and behaving well in class (75.3%). Teachers also indicated “improved” or “did not need to improve” on academic performance (80.8%), students coming to school motivated to learn (77.4%), getting along well with other students (80.1%), and improvement in student self-efficacy - belief they can do well in school (80.7%). Teachers indicated “improved” or “did not need to improve” on parents’ interest and involvement in their child’s schooling (69.9%).

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 160 students in 1st through 5th grade completed the survey. As shown in Table 17, 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 17. 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?	103 (67.8)	41 (27.0)	8 (5.3)
Did your afterschool program have adults who care about you?	118 (77.6)	28 (18.4)	6 (3.9)
Did you feel safe at your afterschool program?	115 (76.7)	31 (20.7)	4 (2.7)
Did your afterschool program help you get along well with others?	85 (55.9)	53 (34.9)	14 (9.2)
Did your afterschool program help you understand that following rules is important?	127 (83.0)	23 (15.0)	3 (2.0)
Did your afterschool program help you solve problems in a positive way?	107 (70.9)	30 (19.9)	14 (9.3)

Survey Question	☺ Definitely	☹ Somewhat	☹ Not at all
	<i>n</i>	<i>n</i>	<i>n</i>
	(%)	(%)	(%)
Did your afterschool program help you with your homework?	109 (73.6)	25 (16.9)	14 (9.5)
Did your afterschool program help you improve your grades?	118 (77.6)	26 (17.1)	8 (5.3)

5.3 Student Snapshot

The student selected for this snapshot was a 4th grader at Rock Island Elementary School who attended the program for 156 days during the academic school year. When asked about how the program helped them most, they indicated that the Mentoring Minds: math and reading was most helpful to them. The student liked going outside for exercise, participating in clubs, and help with homework from the program teachers. When asked about any changes they would suggest for the program, the student stated that they would like to “go to recess first then eat supper – read more books.” When asked if afterschool taught them something they did not know from the regular school day, the student indicated that they did not know how to make a book or how to plant a garden. Finally, the student shared that “the program is fun and that you learn new things.”

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.

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

Agency Name	Type of Organization	Sub-Contractor (Yes/No)	Type of Service Provided
USDA National School Lunch Program	OTH	No	Afterschool Dinner and Snack
Dr. John Enger	FPO	Yes	Evaluation Services
Rock Island Elementary	SD	No	Facilities
Thurgood Marshall 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 Rock Island Elementary students are well behaved.
- The Rock Island Elementary afterschool program is run in a very organized manner.
- The Rock Island Elementary PBL activity of students authoring their own books is an outstanding idea.
- The Rock Island Elementary program has full access to a large facility.
- At each venue, Rock Island Elementary students were engaged and on task.
- The Thurgood Marshall Elementary students are respectful and well behaved.

- The Thurgood Marshall Elementary program has a good attendance rate.
- As noted previously at Thurgood Marshall Elementary School, the teaching was superb.
- One has to be impressed with the techniques that have a favorable effect on Thurgood Marshall Elementary student deportment in the cafeteria.
- The Thurgood Marshall Elementary school facility is spacious, secure, and clean.
- The Thurgood Marshall Elementary 21st CCLC afterschool program appears to run smoothly.
- One element observed last year that may be coming back next year was the popular, mandated (every student) karate component. Not only was the physical aspect a boon to the Thurgood Marshall Elementary program, the mental/responsibility aspects were very effectively incorporated also.

Recommendations

1. Give kudos to the Rock Island Elementary program for getting the grant for the book authoring project.
2. This Rock Island Elementary book authoring project should be shared with other programs looking to stimulate their students to write.
3. Monitor Rock Island Elementary teacher burnout. This is a heavy load for teachers working four or five days a week in an afterschool program after they have already taught a full day in the regular school program.
4. Regarding the Thurgood Marshall Elementary schedule for the 21st CCLC afterschool program:
 - a. Put the locations of the activities on the Thurgood Marshall Elementary program schedule.
 - b. To be more professional, denote the Thurgood Marshall Elementary teachers and staff members as Ms. or Mr.
 - c. Identify the Thurgood Marshall Elementary Site Coordinator and include the contact information.
5. The Marshall Dollars student recognition and reward program at Thurgood Marshall Elementary School appears to contribute to positive student behavior and incentive for students to do well academically. This program might be suggested to other schools looking for mechanisms to enhance student behavior and academic achievement.