

**Summative Report for
Grant #060-2447B-7CCC10**

**Apollo Middle School and South Broward High
School of Broward County**

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8/15/2017

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2016-2017 Apollo Middle and South Broward High 21st Century Community Learning Centers Summative Evaluation

1.0 OVERVIEW AND HISTORY

The purpose of this evaluation is to report the summative 2016-2017, first year findings of the approved 21st Century Community Learning Center (21st CCLC) continuing grant for Apollo Middle School and South Broward High 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 the summer of 2016 through July 31, 2017.

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 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, one middle (Apollo) and the other high (South Broward). As shown in Table 1, a total of 325 students were in attendance at least one day during the project reporting period, and 103 students participated 30 or more days. Overall, 58.5% of the enrolled middle school students participated 30 or more days, and 12.6% of the enrolled high school students participated 30 or more days.

Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2016 and School Year 2016-2017.

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
Apollo	0	135	0	135	0	79	0	79
South Broward	0	190	0	190	0	24	0	24
Total	0	325	0	325	0	103	0	103

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 middle school students (Apollo) were 45.6% male and 54.4% female. Of the regularly participating high school students (South Broward), 45.8% were male and 54.2% were 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*
Apollo	57	78	0	36	43	0
South Broward	112	78	0	11	13	0
Total	169	156	0	47	56	0

*DK = Don't Know.

As shown in Table 3, 15.6% of the enrolled middle school students (Apollo) were identified as Limited English Proficient (LEP), and 17.8% were identified as having a disability. Also, 15.3%

of the enrolled high students (South Broward) were identified as Limited English Proficient (LEP), and 14.7% were identified as having a disability. The percentage of enrolled students identified as qualifying for Free or Reduced Lunch (FRL) at the middle school (Apollo) was 90.4% and at the high school (South Broward) was 77.9%.

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

Site Name	Limited English Proficient			Identified with Disability			Free or Reduced-Price Lunch		
	Yes	No	DK*	Yes	No	DK*	Yes	No	DK*
Apollo	21	114	0	24	111	0	122	13	0
South Broward	29	161	0	28	162	0	148	42	0
Total	50	275	0	52	273	0	270	55	0

*DK = Don't Know.

As shown in Table 4, 17.7% of the regularly participating middle school students (Apollo) were identified as Limited English Proficient (LEP), and 12.7% were identified as having a disability. Also, 12.5% of the regularly participating high students (South Broward) were identified as Limited English Proficient (LEP), and 12.5% were identified as having a disability. The percentage of regularly participating students identified as qualifying for Free or Reduced Lunch (FRL) at the middle school (Apollo) was 87.3%. The percentage of regularly participating students qualifying for FRL at the high school (South Broward) was 70.8%.

Table 4. Students with Special Needs: Regularly Participating Students.

Site Name	Limited English Proficient			Identified with Disability			Free or Reduced-Price Lunch		
	Yes	No	DK*	Yes	No	DK*	Yes	No	DK*
Apollo	14	65	0	10	69	0	69	10	0
South Broward	3	21	0	3	21	0	17	7	0
Total	17	86	0	13	90	0	86	17	0

*DK = Don't Know.

As shown in Table 5, most of the enrolled middle school students (Apollo) were identified as Black or African American (50.4%), and for regularly participating students 55.7% were identified as Black or African American. At the high school level (South Broward), 46.8% of enrolled students were identified as Black or African American and 29.2% of the regularly participating students 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
Apollo	0	0	68	45	12	5	5	0	0	44	22	9	2	2
South Broward	1	2	89	55	41	2	0	0	0	7	9	7	1	0
Total	1	2	157	100	53	7	5	0	0	51	31	16	3	2
<i>* Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.</i>														

As shown in Table 6, the distribution of enrolled students at the middle school (Apollo) was 61.5% in grade 6, 22.2% in grade 7, and 16.3% in grade 8. The distribution of enrolled students at the high school (South Broward) was 36.5% in grade 9, 26.3% in grade 10, 27.9% in grade 11, and 9.5% in grade 12.

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
Apollo	0	0	0	0	0	0	0	83	30	22	0	0	0	0
South Broward	0	0	0	0	0	0	0	0	0	0	69	50	53	18
Total	0	0	0	0	0	0	0	83	30	22	69	50	53	18
<i>* 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.</i>														

As shown in Table 7, the distribution of regularly participating students at the middle school (Apollo) was 58.2% in grade 6, 30.4% in grade 7, and 11.4% in grade 8. The distribution of regularly participating students at the high school (South Broward) was 41.7% in grade 9, 25% in grade 10, and 33.3% in grade 11.

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
Apollo	0	0	0	0	0	0	0	46	24	9	0	0	0	0
South Broward	0	0	0	0	0	0	0	0	0	0	10	6	8	0
Total	0	0	0	0	0	0	0	46	24	9	10	6	8	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.

3.0 Program Operations

3.1 Summer Operation

Federal and state reporting guidelines require the reporting of typical operations. The 21st CCLC 2016-2017 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 2016 summer, neither program was in operation.

3.2 School Year-2016 Operation

Program guidance states that each elementary center must operate a minimum of 12 afterschool hours per week and each middle/high center must operate a minimum of 9 hours per week. Overall, as shown in Table 8 this Broward middle school afterschool program (Apollo) ran 3 hours per day and 5 days per week. This Broward high school afterschool program (South Broward) ran 2.5 hours per day and 4 days per week.

Table 8. School Year 2016-2017 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
Apollo	35	167	5	5	0	10	-	167	0	166	-
South Broward	29	135	5	0	0	12.5	-	0	0	135	-

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 16 paid staff members and no volunteers at Apollo middle school, as shown in Table 9. There were 14 paid staff members and no volunteers at South Broward High Schools, as shown in Table 10.

Table 9. Regular Staff by Paid and Volunteer Status. Apollo

Staff Type	Summer of 2015		2015-2016 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	0	0	11	0
Center administrators and coordinators	0	0	0	0
Other non-teaching school day staff	0	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	0	0	3	0
Total	0	0	16	0

Table 10. Regular Staff by Paid and Volunteer Status. South Broward

Staff Type	Summer of 2015		2015-2016 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	0	0	9	0
Center administrators and coordinators	0	0	0	0
Other non-teaching school day staff	0	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	0	0	2	0
Total	5	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.

4.2 Overall Staffing

A majority of the middle school (Apollo) and the high school (South Broward) afterschool program staff received compensation solely from 21st CCLC funds with one staff member paid from multiple sources. The afterschool program staff was 53.6% female ($n=15$) and 46.4% male ($n=13$). The combined staff highest degree earned was 42.9% Bachelors ($n=12$), 32.1% Masters ($n=9$), 10.7% Associates ($n=3$), 7.1% High School/GED ($n=2$), 3.6% Doctorate ($n=1$), and 3.6% other ($n=1$).

4.3 Students-to-Staff Ratio

Based on 21st CCLC average daily attendance at Apollo Middle School, staffing logs, and site visitation, the afterschool student to staff ratio was approximately 3.2:1. (The ratio of students to certified teachers is 4.6:1). Based on average daily attendance at South Broward High School, staffing logs, and site visitation, the afterschool student to staff ratio was approximately 1.7:1. (The ratio of students to certified teachers is 2.7:1).

4.4 Staff Training

Staff orientation prior to the start of the school year (August 2016) provided an overview of policies, procedures, and expectations of all new and returning staff. Topics covered included the 21st CCLC Staff Handbook, required deliverables, grant objectives and requirements, staffing and payroll, supplies, transportation, recruitment and retention, and past successes.

In October of 2016, staff received information on site visit expectations, attendance and other pertinent data entry into the 21st CLCC data collection platform. All previously mentioned orientation activities were touched on with a review of expectations and continuous improvement to meet these expectations. Available curricula were discussed and how to access them such as Everfi and the Vault: Understanding Money. In November of 2016, center coordinators took part in CPR, AED, and Basic First Aid training.

District staff participated in a regional training facilitated by the Florida Department of Education Program Development Specialists in February 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 as needed. Also in February

of 2017, center coordinators were trained to access the District behavior and academic database while reviewing ongoing training needs.

4.5 Staff Turnover

Staff turnover during the 2016-2017 21st CCLC project year was estimated at 7.1% ($n=1$) for Apollo middle school with 14.3% ($n=2$) of staff members stating they “Don’t Know” if they replaced a staff member. Turnover was estimated at zero for South Broward High School with no staff members stating they “Don’t Know” if they replaced a staff member.

4.6 Certified Teachers

Each of the 21st CCLC teaching staff at Apollo Elementary School holds a valid State of Florida Professional Educator’s Certificate. All academic instruction was provided by these 11 certified teachers at Apollo Elementary School.

Each of the 21st CCLC teaching staff at South Broward Middle School holds a valid State of Florida Professional Educator’s Certificate. All academic instruction was provided by 9 certified teachers at South Broward Middle School.

5.0 Objectives and Outcomes

5.1 Objectives and Activities

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 11, 54.2% of regularly participating Apollo students met this expectation, thus the objective was not met.

As shown in Table 12, 75.0% of regularly participating South Broward students met this expectation, thus the objective was met.

Table 11. Language Arts Grades - Apollo 21st CCLC.

Qtr. 1 LA Grades	Qtr. 4 Language Arts Grades								Total for Qtr. 1
	A	B+	B	C+	C	D+	D	F	
A	8 (11.1)	0 (0.0)	4 (5.6)	0 (0.0)	0 (0.0)	1 (1.4)	0 (0.0)	0 (0.0)	13 (18.1)
B+	2 (2.8)	0 (0.0)	2 (2.8)	1 (1.4)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	5 (6.9)
B	7 (9.7)	0 (0.0)	8 (11.1)	2 (2.8)	4 (5.6)	0 (0.0)	2 (2.8)	1 (1.4)	24 (33.3)
C+	1 (1.4)	0 (0.0)	1 (1.4)	2 (2.8)	2 (2.8)	0 (0.0)	1 (1.4)	0 (0.0)	7 (9.7)
C	1 (1.4)	0 (0.0)	2 (2.8)	3 (4.2)	5 (6.9)	2 (2.8)	3 (4.2)	0 (0.0)	16 (22.2)
D+	1 (1.4)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.4)	0 (0.0)	0 (0.0)	0 (0.0)	2 (2.8)
D	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.4)	3 (4.2)	0 (0.0)	4 (5.6)
F	0 (0.0)	1 (1.4)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.4)
Total for Qtr. 4	20 (27.8)	1 (1.4)	17 (23.6)	8 (11.1)	12 (16.7)	4 (5.6)	9 (12.5)	1 (1.4)	72 (100.0)

Table 12. Language Arts Grades - South Broward 21st CCLC.

Qtr. 1 LA Grades	Qtr. 4 Language Arts Grades								Total for Qtr. 1
	A	B+	B	C+	C	D+	D	F	
A	4 (16.7)	0 (0.0)	1 (4.2)	1 (4.2)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	6 (25.0)
B+	1 (4.2)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (4.2)
B	4 (16.7)	1 (4.2)	3 (12.5)	0 (0.0)	1 (4.2)	0 (0.0)	0 (0.0)	0 (0.0)	9 (37.5)
C+	2 (8.3)	0 (0.0)	0 (0.0)	1 (4.2)	1 (4.2)	0 (0.0)	1 (4.2)	0 (0.0)	5 (20.8)
C	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (4.2)	0 (0.0)	0 (0.0)	0 (0.0)	1 (4.2)
D+	0 (0.0)	0 (0.0)	2 (8.3)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (8.3)
D	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
F	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Total for Qtr. 4	11 (45.8)	1 (4.2)	6 (25.0)	2 (8.3)	3 (12.5)	1 (4.2)	0 (0.0)	0 (0.0)	24 (100.0)

2. Objective 2: 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 13, 50.7% of regularly participating Apollo students met this expectation, thus the objective was not met.

Table 13. Math Grades - Apollo 21st CCLC.

Qtr. 1 Math Grades	Qtr. 4 Math Grades								Total for Qtr. 1
	A	B+	B	C+	C	D+	D	F	
A	4 (5.5)	0 (0.0)	6 (8.2)	0 (0.0)	1 (1.4)	0 (0.0)	0 (0.0)	0 (0.0)	11 (15.1)
B+	1 (1.4)	0 (0.0)	1 (1.4)	2 (2.7)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	4 (5.5)
B	3 (4.1)	2 (2.7)	2 (2.7)	1 (1.4)	6 (8.2)	0 (0.0)	2 (2.7)	0 (0.0)	16 (21.9)
C+	0 (0.0)	0 (0.0)	1 (1.4)	0 (0.0)	3 (4.1)	0 (0.0)	2 (2.7)	0 (0.0)	6 (8.2)
C	3 (4.1)	1 (1.4)	4 (5.5)	2 (2.7)	4 (5.5)	0 (0.0)	5 (6.8)	0 (0.0)	19 (26.0)
D+	0 (0.0)	0 (0.0)	1 (1.4)	1 (1.4)	1 (1.4)	0 (0.0)	1 (1.4)	0 (0.0)	4 (5.5)
D	0 (0.0)	1 (1.4)	1 (1.4)	1 (1.4)	2 (2.7)	0 (0.0)	6 (8.2)	0 (0.0)	11 (15.1)
F	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.4)	0 (0.0)	1 (1.4)	0 (0.0)	2 (2.7)
Total for Qtr. 4	11 (15.1)	4 (5.5)	16 (21.9)	7 (9.6)	18 (24.7)	0 (0.0)	17 (23.3)	0 (0.0)	73 (100.0)

As shown in Table 14, 75.0% of regularly participating South Broward students met this expectation, thus the objective was met.

Table 14. Math Grades - South Broward 21st CCLC.

Qtr. 1 Math Grades	Qtr. 4 Math Grades								Total for Qtr. 1
	A	B+	B	C+	C	D+	D	F	
A	3 (12.5)	1 (4.2)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	4 (16.7)
B+	1 (4.2)	1 (4.2)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (4.2)	0 (0.0)	3 (12.5)
B	1 (4.2)	0 (0.0)	2 (8.3)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (4.2)	4 (16.7)
C+	1 (4.2)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (4.2)
C	3 (12.5)	0 (0.0)	1 (4.2)	0 (0.0)	0 (0.0)	0 (0.0)	1 (4.2)	0 (0.0)	5 (20.8)
D+	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
D	0 (0.0)	0 (0.0)	2 (8.3)	0 (0.0)	2 (8.3)	0 (0.0)	0 (0.0)	2 (8.3)	6 (25.0)
F	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (4.2)	0 (0.0)	1 (4.2)
Total for Qtr. 4	9 (37.5)	2 (8.3)	5 (20.8)	0 (0.0)	2 (8.3)	0 (0.0)	3 (12.5)	3 (12.5)	24 (100.0)

3. Objective 3: The performance objective for science was stated as follows, “By the end of the program year, 80% of the regularly participating students will improve 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, 63.0% of regularly participating Apollo students met this expectation, thus the objective was not met.

Table 15. Science - Apollo 21st CCLC.

Qtr. 1 Science Grades	Qtr. 4 Science Grades								Total for Qtr. 1
	A	B+	B	C+	C	D+	D	F	
A	10 (13.7)	3 (4.1)	4 (5.5)	0 (0.0)	1 (1.4)	1 (1.4)	1 (1.4)	1 (1.4)	21 (28.8)
B+	4 (5.5)	2 (2.7)	2 (2.7)	1 (1.4)	0 (0.0)	1 (1.4)	2 (2.7)	0 (0.0)	12 (16.4)
B	2 (2.7)	3 (4.1)	1 (1.4)	4 (5.5)	4 (5.5)	0 (0.0)	0 (0.0)	0 (0.0)	14 (19.2)
C+	1 (1.4)	0 (0.0)	5 (6.8)	0 (0.0)	1 (1.4)	0 (0.0)	0 (0.0)	0 (0.0)	7 (9.6)
C	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (2.7)	1 (1.4)	0 (0.0)	0 (0.0)	3 (4.1)
D+	0 (0.0)	0 (0.0)	1 (1.4)	0 (0.0)	2 (2.7)	1 (1.4)	2 (2.7)	0 (0.0)	6 (8.2)
D	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	5 (6.8)	0 (0.0)	2 (2.7)	0 (0.0)	7 (9.6)
F	0 (0.0)	0 (0.0)	1 (1.4)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (2.7)	3 (4.1)
Total for Qtr. 4	17 (23.3)	8 (11.0)	14 (19.2)	5 (6.8)	15 (20.5)	4 (5.5)	7 (9.6)	3 (4.1)	73 (100.0)

As shown in Table 18, 58.3% of regularly participating South Broward students met this expectation, thus the objective was not met.

Table 16. Science Grades - South Broward 21st CCLC.

Qtr. 1 Science Grades	Qtr. 4 Science Grades								Total for Qtr. 1
	A	B+	B	C+	C	D+	D	F	
A	8 (33.3)	0 (0.0)	2 (8.3)	0 (0.0)	1 (4.2)	0 (0.0)	0 (0.0)	0 (0.0)	11 (45.8)
B+	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (4.2)	0 (0.0)	0 (0.0)	2 (8.3)	3 (12.5)
B	1 (4.2)	0 (0.0)	1 (4.2)	0 (0.0)	0 (0.0)	0 (0.0)	1 (4.2)	0 (0.0)	3 (12.5)
C+	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (4.2)	1 (4.2)
C	1 (4.2)	0 (0.0)	0 (0.0)	1 (4.2)	1 (4.2)	0 (0.0)	1 (4.2)	1 (4.2)	5 (20.8)
D+	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
D	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
F	0 (0.0)	0 (0.0)	1 (4.2)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (4.2)
Total for Qtr. 4	10 (41.7)	0 (0.0)	4 (16.7)	1 (4.2)	1 (4.2)	0 (0.0)	2 (8.3)	4 (16.7)	24 (100.0)

4. Objective 4: By the end of the program year, 75% of regularly participating students enrolled in Algebra I will pass the Algebra I End of Course (EOC) exam. The success criterion assigned to this objective was “students achieve an Algebra I EOC score sufficient to pass this requirement.

Results for the Algebra End-of-Year Course (EOC) exam for the students (Apollo) showed 4 out of 4 students (100.0%) scored sufficiently to pass this requirement; thus, the success criterion for this objective (75%) was met.

Results for the Algebra End-of-Year Course (EOC) exam for the students (South Broward) showed 15 out of 22 students (68.2%) scored sufficiently to pass this requirement; thus, the success criterion for this objective (75%) was not met.

5. Objective 5: By the end of the program year, 80% of regularly participating students will graduate within their 4-year cohort. The success criterion assigned to this objective is students earn a standard high school diploma within their 4-year cohort.

Results for the 4-year graduation cohort for the high school students showed that none of the South Broward High School students in 12th grade met the criteria for regular participation; therefore, there were no students to analyze.

Goal 2: Enhance Behavior and Problem Solving

6. Objective 6: By the end of the program year, 85% of regularly participating students will maintain high performance or improve their disciplinary problems as measured by school/district records. The success criterion assigned to this objective was “at least 85% of regularly participating student will not have an out of school suspension or will have reduced their out of school suspensions from the first and second quarter to the third and last quarter.”

Out of school suspension (OSS) district records from the end of the year were lower than the beginning of the year for 78 of 79 regularly participating school students (Apollo); thus, 98.7% of students met this objective and the criterion (85%) was met.

Out of school suspension (OSS) district records from the end of the year were lower than the beginning of the year for 23 of 23 regularly participating school students (South Broward); thus, 100.0% of students met this objective and the criterion (85%) was met.

Goal 3: Improve Dropout Prevention & College / Career Readiness (Middle/High programs)

7. Objective 7: By the end of the program year, 80% of regularly participating students will report their engagement in career exploration as measured by perceptual survey (student).

By year’s end, 16 out of 35 middle school students reported they had explored or selected a career; thus, 45.7% of students met this objective and the criterion (80%) was not met.

Data was not available for analysis for the high school cohort; thus, this objective and the criterion could not be analyzed.

8. Objective 8: By the end of the program year, 90% of regularly participating students will maintain high performance or improve their attendance as measured by school/district records. The success criterion assigned to this objective was “at least 90% of students will have less than five unexcused absences (10 absences trigger RTI intervention for truancy).

By year’s end, 42 out of 79 middle school students recorded more than 10 regular school day absences (unexcused absences were not recorded); thus, 53.2% of students met this objective and the criterion (90%) was not met.

By year’s end, 13 out of 24 high school students recorded more than 10 regular school day absences (unexcused absences were not recorded); thus, 54.2% of students met this objective and the criterion (90%) was not met.

Goal 4: Increase Parental Involvement

9. Objective 10: By the end of the program year, 65% of regularly participating family members will increase their involvement in student education as measured by perceptual survey (parent). The success criterion assigned to this objective was “at least 65% of 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 event.

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). However, these surveys were not disseminated and therefore; there are no results to analyze.

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, 47 parents completed the parent survey. Most respondents were female (69.6%) and a majority identified their race as African American or Black-Not Hispanic (43.5%), followed by Hispanic (30.4%), Biracial/Multiracial (8.7%), then White Non-Hispanic (8.7%). A majority of parents responding indicated they had one child attending the program (91.1%), and then two children (8.9%). Many parents responding to the parent survey (37.8%) reported they had attended a family night event, and some (50.0%) reported the parent nights were beneficial.

When asked about the program as a whole, most parents (93.6%) were satisfied or very satisfied. Only one (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 (93.5%), staff's ability to work with their child (95.7%), and staff's ability to relate well to them as parents (93.5%).

Many parents reported some level of satisfaction with the variety of activities offered to their children (89.1%) and the safety of the program environment (95.7%). A majority of parents also indicated their children were completing their homework (91.3%), and they were progressing academically (88.9%). Socially, parents strongly agreed or agreed their children were learning to get along with others (93.3%) and staying out of trouble because of their child's program participation (93.3%). Most parents (84.8%) agreed or strongly agreed that the program helped them become more involved in their child's education. Overall, many parents (89.1%) felt their children were happy in the program.

Most responding parents reported they would sign their child up in the program again if it were offered next year (89.1%). Given the scenario that program services would no longer be available, many respondents indicated their children would be cared for by a parent (24.4%), attend another

afterschool program (20.0%), home alone (17.8%), other (13.3%), be cared for by another relative (8.9%), cared for by a friend or neighbor (8.9%), or be cared for by a sibling (6.7%).

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 12-question survey for 63 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 (68.8%), quality of homework turned in (70.5%), improved class participation (78.7%), improvement for volunteerism in the classroom (75.0%), attending class regularly (85.0%), being attentive in class (73.8%), and behaving well in class (78.6%). Teachers also indicated "improved" or "did not need to improve" on academic performance (72.1%), students coming to school motivated to learn (71.7%), getting along well with other students (80.0%), and improvement in student self-efficacy - belief they can do well in school (77.1%). Teachers indicated "improved" or "did not need to improve" on parents' interest and involvement in their child's schooling (54.1%).

Open-ended items regarded topics parents wanted to see in the upcoming year and program changes parents would like to see in the upcoming year. Topics indicated for parent nights were academics, reading, and STEM. The most prevalent program change themes were "no changes needed" and "better staff interaction and better supervision."

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 118 students in 6th through 12th grade completed the survey. As shown in Table 17, each of the eight aspects related to their program was viewed mostly in a 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?	51 (45.9)	38 (34.2)	22 (19.8)
Did your afterschool program have adults who care about you?	75 (68.2)	27 (24.5)	8 (7.3)
Did you feel safe at your afterschool program?	80 (72.1)	24 (21.6)	7 (6.3)
Did your afterschool program help you get along well with others?	58 (51.8)	40 (35.7)	14 (12.5)
Did your afterschool program help you understand that following rules is important?	77 (70.0)	26 (23.6)	7 (6.4)
Did your afterschool program help you solve problems in a positive way?	58 (52.7)	35 (31.8)	17 (15.5)
Did your afterschool program help you with your homework?	76 (68.5)	30 (27.0)	5 (4.5)
Did your afterschool program help you improve your grades?	69 (61.6)	29 (25.9)	14 (12.5)

Middle school students in 6th thru 8th grade completed an additional 4 scaled items. As shown in Table 18, their responses were generally favorable about the afterschool program helping the student to understand the importance of setting goals, how to make career choices, why doing drugs is wrong, and violence is wrong.

Table 18. Middle Student Survey Results.

Survey Question	☺	☹	☹	☹
	Definitely	Somewhat	Not at all-Talked About Not Helpful	Not at all-Didn't Talk About
	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
	(%)	(%)	(%)	(%)
Did your afterschool program help you understand setting goals is important? (middle school only)	62 (56.4)	30 (37.3)	7 (6.4)	11 (10.0)
Did your afterschool program help you understand how to make career choices? (middle school only)	53 (48.2)	33 (30.0)	9 (8.2)	15 (13.6)

Survey Question	☺ Definitely	☹ Somewhat	☹ Not at all- Talked About Not Helpful	☹ Not at all- Didn't Talk About
	<i>n</i>	<i>n</i>	<i>n</i>	<i>n</i>
	(%)	(%)	(%)	(%)
Did your afterschool program help you understand that doing drugs is wrong? (middle school only)	66 (60.0)	21 (19.1)	4 (3.6)	19 (17.3)
Did your afterschool program help you understand that violence is wrong? (middle school only)	63 (58.3)	28 (25.9)	6 (5.6)	11 (10.2)

The middle school survey also asked students, “If you were not in your afterschool program between 3:00 PM and 6:00 PM, who would you usually be with?” The student responses were: adult (46.6%), older sibling (22.0%), friends (45.8%), alone by myself (38.1%). Middle school students were also asked what they would be doing between 3:00pm and 6:00pm. The student responses were: hanging out by myself (36.4%), hanging out with friends (52.5%), entertainment activities – such as watching TV (60.2%), activities planned by adults (36.4%), helping out around the house (43.2%), studying or working on homework (58.5%), and working at a job (14.4%), volunteering in my neighborhood (5.9%). Open responses indicated that students would like a suggestion box so they could address their ideas and suggestions more frequently. They also suggested they would like to take more field trips outside of their general area to experience more travel and exposure to different career fields.

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 23, 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
Apollo Middle	SD	No	Facilities
South Broward High	SD	No	Facilities
CTACE (Career, Technical, Adult and Community Education)	SD	No	Support-Parent and Community Engagement, Provide opportunities for economic and professional growth
African Ancestry, Inc.	FPO		Curriculum support
Keiser University	OTH	No	Provide educational sessions for students focused on science careers. Students will be given an opportunity to tour campus and meet with staff and faculty.
Florida Atlantic University	OTH	No	Students will be given a tour of the campus to explore career and college readiness opportunities.
Nova Southeastern University	OTH	No	Provide students with Marine Biology project based activities through STEM.
Broward County Environmental Protection and Growth Management	OTH	No	Provide environmental awareness curriculum.

7.0 LESSONS LEARNED AND RECOMMENDATIONS

21st CCLC program impact

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

Lessons Learned

- The current data collection operation for District level student information is disjointed and cumbersome causing significant delays in providing data information to the evaluator. (Thus, all reports and program modifications suffer the ramifications of lateness.)
- Program developed data sources need to be administered and completed as soon as possible for newly enrolled students.
- For a first-year program, there are a number of things that the Apollo Middle afterschool program is doing right.
 - An adequate number of staff has been employed to offer a well-covered program.
 - The program has an obvious identity in the school, particularly as noted by the bulletin boards prominently displayed in the school's cafeteria.
- The Apollo Middle School students are polite.
- There appears to be a good relationship between the Apollo Middle School afterschool program staff and the parents.
- There also appears to be a good relationship between the Apollo Middle School afterschool program and the regular day program.
- Apollo Middle School parents appreciated the homework being done, particularly in math and science.
- There was a pleasant atmosphere throughout the South Broward High School afterschool program, exhibited by both the students and the program staff.
- Although the South Broward High School afterschool program started out over capacity in the beginning (89 students attending for a program designated for 80 students), that number has been declining and is a concern for the program staff and school administration. To address increasing program registration and attendance, a number of ideas are being considered.

- The South Broward High School afterschool program presents many obstacles and yet many opportunities not seen in elementary and middle school programs. First, the students are obviously older and thus more mature and independent. It is difficult to group the students homogeneously, as done in elementary programs. These high school students are in grades 9 to 12. And, they take a wide variety of courses even in a single subject area (consider the course options available at SBHS in math, English, social studies, science).
- The South Broward High School facility offers a spacious and safe environment for program activities.

Recommendations

1. It is recommended that the program facilitate a timelier and earlier administration of student personal enrichment surveys. Setting a late closing date on these surveys has resulted in markedly lower response rates, because follow ups could not be conducted
2. The program should work hard this year to gather much more complete parent event data.
3. The program personnel should continue interacting with regular school day academic teachers to ensure the afterschool program is aligned with the regular school day.
4. Since the morning and afternoon session are treated as two separate groups, the Apollo Middle School schedule might be divided accordingly. It would also be helpful to identify the teacher in each session, along with the location.
5. The Apollo Middle School afterschool program might re-think the accommodation of parents if they keep the staff late excessively. Does the program or school have a policy on this?
6. The discrepancy on starting time noted between the District's Schedule the South Broward High School Site's Daily Schedule must be rectified. (The discrepancy would indicate to the state a number of minutes being paid for by the grant, but not being utilized in the program.)
7. It would be helpful for the outside observer if the South Broward High School afterschool schedule would indicate the subject matter in each of the teaching blocks. It would also be helpful and considerate to indicate Ms. or Mr. when identifying the respective staff teachers and other members.
8. Is there a South Broward High School 21st CCLC program identity throughout the school? None was observed and the promotion of program opportunities and activities might enhance student interest in joining the program.

9. These South Broward High School afterschool students are doing so many interesting things that could be shared in a planned student forum (such as: marine maritime projects and experiments, ROTC aspirations and opportunities, band travel and experiences, sport members' travel and comradery).
10. Since college aspirations are explored in South Broward High School afterschool program, the program (and probably more appropriately at the District level) might pursue getting promotional videos for Florida colleges and universities. In this afterschool program, those showings could take place during that period before the supper meal is served.
11. The South Broward High School Site Coordinator at the other 21st CCLC high school program (Coconut Creek High School) experiences many of the same first-year growing pains as shared by Mr. Shapiro. Both have excellent ideas and both programs would benefit from their discussions with each other.