

**Summative Report for
Grant #060-2447B-7CC11**

**Attucks and Olsen Middle Schools
of Broward County**

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2016-2017 Attucks and Olsen Middle 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 Attucks Middle Elementary School and Olsen Middle School. The project is funded by a multi-year grant from the 21st CCLC Program through the Florida Department of Education, Bureau of Family and Community Outreach. The grant reporting period covered in this report is from 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, (Attucks and Olsen Middle). As shown in Table 1, a total of 336 students were in attendance at least one day during the project reporting period, and 161 students (47.9%) 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
Attucks Middle	0	156	0	156	0	67	0	67
Olsen Middle	0	180	0	180	0	94	0	94
Total	0	336	0	336	0	161	0	161

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 Attucks and Olsen regularly participating students were 44.1% male and 55.9% 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*
Attucks Middle	76	80	0	29	38	0
Olsen Middle	86	95	0	42	52	0
Total	162	175	0	71	90	0

*DK = Don't Know.

As shown in Table 3, 15.5% of the enrolled Attucks and Olsen were identified as Limited English Proficient (LEP), and 8.3% were identified as having a disability. The percentage of enrolled students identified as qualifying for Free or Reduced Lunch (FRL) was 84.8%

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*
Attucks Middle	12	144	0	5	151	0	139	16	1
Olsen Middle	40	141	0	23	158	0	146	35	0
Total	52	285	0	28	309	0	285	51	1

*DK = Don't Know.

As shown in Table 4, 12.4% of the regularly participating students (Attucks and Olsen) were identified as Limited English Proficient (LEP), and 8.1% were identified as having a disability. The percentage of regularly participating students identified as qualifying for Free or Reduced Lunch (FRL) was 83.9%.

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*
Attucks Middle	4	63	0	2	65	0	58	8	1
Olsen Middle	16	78	0	11	83	0	77	17	0
Total	20	141	0	13	148	0	135	25	1

*DK = Don't Know.

As shown in Table 5, most of the enrolled students (Attucks and Olsen) were identified as Black or African American (49.1%), and for regularly participating students 55.9% 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
Attucks Middle	0	2	86	45	18	5	0	0	1	42	15	7	2	0
Olsen Middle	0	4	79	55	33	9	1	0	1	48	20	19	6	0
Total	0	6	165	100	51	14	1	0	2	90	35	26	8	0

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

As shown in Table 6, the distribution of enrolled students (Attucks and Olsen) was 30.1% in grade 6, 23.5% in grade 7, and 46.47% in grade 8.

Table 6. Student Grade for Total Participating Students.

Site Name	Grade In School*													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Attucks Middle	0	0	0	0	0	0	0	46	21	89	0	0	0	0
Olsen Middle	0	0	0	0	0	0	0	55	58	68	0	0	0	0
Total	0	0	0	0	0	0	0	101	79	157	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 (Attucks and Olsen) was 36.6% in grade 6, 22.4% in grade 7, and 50.0% in grade 8.

Table 7. Student Grade for Regularly Participating Students.

Site Name	Grade In School*													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Attucks Middle	0	0	0	0	0	0	0	20	7	40	0	0	0	0
Olsen Middle	0	0	0	0	0	0	0	39	29	26	0	0	0	0
Total	0	0	0	0	0	0	0	59	36	66	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.*

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, the programs were not in operation.

3.2 School Year: 2016-2017 Operation

Program guidance states that each elementary center must operate a minimum of 12 afterschool hours per week and each middle center must operate a minimum of 9 hours per week. Overall, as

shown in Table 8 this Broward middle school afterschool program (Attucks and Olsen) ran 2.58 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
Attucks Middle	40	135	4	0	0	10.33	-	0	0	135	-
Olsen Middle	35	135	4	0	0	13	-	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 23 paid staff members and no volunteers at Attucks Middle School, as shown in Table 9. There were 19 paid staff members and no volunteers at Olsen Middle School, as shown in Table 10.

Table 9. Regular Staff by Paid and Volunteer Status. Attucks Middle

Staff Type	Summer of 2016		2016-2017 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	0	0	18	0
Center administrators and coordinators	0	0	1	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	2	0
Total	0	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 10. Regular Staff by Paid and Volunteer Status. Olsen Middle

Staff Type	Summer of 2016		2016-2017 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	0	0	12	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	4	0
Total	5	0	19	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

Both middle school (Attucks and Olsen) afterschool program staff received compensation solely from 21st CCLC fund with one staff member reporting compensation from multiple sources. The afterschool program staff was 72.5% female ($n=29$) and 27.5% male ($n=11$). The combined staff highest degree earned was 2.5% Doctorate ($n=1$), 30.0% Masters ($n=12$), 50.0% Bachelors ($n=20$), and 5% Associates degree ($n=1$), and 15.0% other ($n=6$).

4.3 Students-to-Staff Ratio

Based on 21st CCLC average daily attendance at Attucks Middle School, staffing logs, and site visitation, the afterschool student to staff ratio was approximately 1.9:1. (The ratio of students to certified teachers is 9.5:1). Based on average daily attendance at Olsen Middle School, staffing logs, and site visitation, the afterschool student to staff ratio was approximately 3.1:1. (The ratio of students to certified teachers is 4.9:1).

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 were 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 concerning 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.

In May of 2017, center coordinators participated in a District training that provided feedback on the use of the LEAPS curriculum, center coordinators roles and responsibilities, program attendance, recruitment and retention, 21st CCLC required deliverables, payroll policies and procedures, Project Based Learning (PBL) plans, materials and supplies, summer programming, and summer field trips. All district center coordinator training was closed with Share of Successes (SOS) to assist each program with best practice ideas and suggestions. Individual teacher training relevant to afterschool programming were kept on file within the teachers' professional development in-service files.

4.5 Staff Turnover

Staff turnover during the 2016-2017 21st CCLC project year was estimated at zero for Attucks Middle School and estimated at 17.7% ($n=3$) at Olsen Middle School with 35.3% ($n=6$) of 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 Attucks Middle School holds a valid State of Florida Professional Educator's Certificate. All academic instruction was provided by these 18 certified teachers at Attucks Middle Elementary School.

Each of the 21st CCLC teaching staff at Olsen Middle School holds a valid State of Florida Professional Educator's Certificate. All academic instruction was provided by 12 certified teachers at Olsen 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, 65% 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, 66.7% of regularly participating students (Attucks and Olsen) met this expectation, thus the objective was not met.

Table 11. Language Arts Grades – Attucks and Olsen 21st CCLC.

Qtr. 1 LA Grades	Qtr. 4 Language Arts Grades								Total for Qtr. 1
	A	B+	B	C+	C	D+	D	F	
A	20 (13.6)	2 (1.4)	4 (2.7)	1 (0.7)	2 (1.4)	1 (0.7)	1 (0.7)	0 (0.0)	31 (21.1)
B+	3 (2.0)	1 (0.7)	4 (2.7)	0 (0.0)	2 (1.4)	0 (0.0)	0 (0.0)	0 (0.0)	10 (6.8)
B	10 (6.8)	4 (2.7)	11 (7.5)	2 (1.4)	6 (4.1)	1 (0.7)	6 (4.1)	0 (0.0)	40 (27.2)
C+	1 (0.7)	2 (1.4)	4 (2.7)	2 (1.4)	1 (0.7)	0 (0.0)	1 (0.7)	0 (0.0)	11 (7.5)
C	4 (2.7)	2 (1.4)	11 (7.5)	3 (2.0)	8 (5.4)	2 (1.4)	2 (1.4)	1 (0.7)	33 (22.4)
D+	1 (0.7)	0 (0.0)	0 (0.0)	1 (0.7)	2 (1.4)	1 (0.7)	0 (0.0)	0 (0.0)	5 (3.4)
D	1 (0.7)	0 (0.0)	1 (0.7)	0 (0.0)	4 (2.7)	0 (0.0)	2 (1.4)	0 (0.0)	8 (5.4)
F	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.7)	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.7)
NG	2 (1.4)	1 (0.7)	1 (0.7)	1 (0.7)	2 (1.4)	0 (0.0)	1 (0.7)	0 (0.0)	8 (5.4)
Total for Qtr. 4	42 (28.6)	12 (8.2)	36 (24.5)	10 (6.8)	28 (19.0)	5 (3.4)	13 (8.8)	1 (0.7)	147 (100.0)

2. Objective 2: The performance objective for math was stated as follows, “By the end of the program year, 65% 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 12, 60.3% of regularly participating students (Attucks and Olsen) met this expectation, thus the objective was not met.

Table 12. Math Grades – Attucks and Olsen 21st CCLC.

Qtr. 1 Math Grades	Qtr. 4 Math Grades								Total for Qtr. 1
	A	B+	B	C+	C	D+	D	F	
A	3 (2.1)	4 (2.7)	4 (2.7)	0 (0.0)	3 (2.1)	0 (0.0)	0 (0.0)	0 (0.0)	14 (9.6)
B+	3 (2.1)	0 (0.0)	3 (2.1)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	6 (4.1)
B	11 (7.5)	6 (4.1)	11 (7.5)	3 (2.1)	13 (8.9)	1 (0.7)	3 (2.1)	0 (0.0)	48 (32.9)
C+	0 (0.0)	0 (0.0)	4 (2.7)	0 (0.0)	3 (2.1)	0 (0.0)	0 (0.0)	0 (0.0)	7 (4.8)
C	2 (1.4)	0 (0.0)	11 (7.5)	3 (2.1)	5 (3.4)	1 (0.7)	8 (5.5)	1 (0.7)	31 (21.2)
D+	1 (0.7)	0 (0.0)	0 (0.0)	0 (0.0)	2 (1.4)	0 (0.0)	1 (0.7)	0 (0.0)	4 (2.7)
D	3 (2.1)	1 (0.7)	3 (2.1)	3 (2.1)	5 (3.4)	0 (0.0)	6 (4.1)	1 (0.7)	22 (15.1)
F	1 (0.7)	0 (0.0)	2 (1.4)	0 (0.0)	2 (1.4)	0 (0.0)	2 (1.4)	1 (0.7)	8 (5.5)
NG	1 (0.7)	0 (0.0)	2 (1.4)	1 (0.7)	2 (1.4)	0 (0.0)	0 (0.0)	0 (0.0)	6 (4.1)
Total for Qtr. 4	25 (17.1)	11 (7.5)	40 (27.4)	10 (6.8)	35 (24.0)	2 (1.4)	20 (13.7)	3 (2.1)	146 (100.0)

3. Objective 3: The performance objective for science was stated as follows, “By the end of the program year, 65% of the regularly participating students will improve or maintain proficient academic performance in science or STEM skills as demonstrated by report card grades (C or better) and state assessments.”

As shown in Table 13, 73.8% of regularly participating students (Attucks and Olsen) met this expectation, thus the objective was met.

Table 13. Science - Attucks Middle 21st CCLC.

Qtr. 1 Science Grades	Qtr. 4 Science Grades								Total for Qtr. 1
	A	B+	B	C+	C	D+	D	F	
A	19 (13.5)	0 (0.0)	10 (7.1)	2 (1.4)	3 (2.1)	1 (0.7)	1 (0.7)	0 (0.0)	36 (25.5)
B+	8 (5.7)	2 (1.4)	3 (2.1)	0 (0.0)	2 (1.4)	0 (0.0)	1 (0.7)	0 (0.0)	16 (11.3)
B	16 (11.3)	0 (0.0)	10 (7.1)	2 (1.4)	5 (3.5)	0 (0.0)	0 (0.0)	0 (0.0)	33 (23.4)
C+	0 (0.0)	2 (1.4)	5 (3.5)	2 (1.4)	3 (2.1)	0 (0.0)	0 (0.0)	0 (0.0)	12 (8.5)
C	7 (5.0)	2 (1.4)	8 (5.7)	2 (1.4)	4 (2.8)	1 (0.7)	0 (0.0)	1 (0.7)	25 (17.7)
D+	1 (0.7)	0 (0.0)	1 (0.7)	1 (0.7)	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.7)	4 (2.8)
D	1 (0.7)	0 (0.0)	2 (1.4)	0 (0.0)	1 (0.7)	0 (0.0)	0 (0.0)	1 (0.7)	5 (3.5)
F	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.7)	0 (0.0)	1 (0.7)
NG	2 (1.4)	0 (0.0)	3 (2.1)	1 (0.7)	1 (0.7)	2 (1.4)	0 (0.0)	0 (0.0)	9 (6.4)
Total for Qtr. 4	54 (38.3)	6 (4.3)	42 (29.8)	10 (7.1)	19 (13.5)	4 (2.8)	3 (2.1)	3 (2.1)	141 (100.0)

4. Objective 4: By the end of the program year, 65% 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 (Attucks and Olsen) showed 20 out of 24 students (83.3%) scored sufficiently to pass this requirement; thus, the success criterion for this objective (65%) was met.

Goal 2: Enhance Behavior and Problem Solving

5. Objective 5: By the end of the program year, 85% of 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 form 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 157 of 157 regularly participating school students (Attucks and Olsen); 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)

6. Objective 6: By the end of the program year, 80% of participating students will report their engagement in career exploration as measured by perceptual survey (student).

By year’s end, 68 out of 93 middle school students reported they had explored or selected a career; thus, 73.1% of students met this objective and the criterion (80%) was not met.

Goal 4: Increase Parental Involvement

7. Objective 7: 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 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 students (Attucks and Olsen), 23 of 23 parents reported a knowledge increase as a result of the event; thus, 100% of parents met this objective and the criterion (65%) was met.

5.4 Other Findings

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

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

Parent Surveys

Overall, 107 parents completed the parent survey. Most respondents were female (71.2%) and a majority identified their race as African American or Black-Not Hispanic (55.3%), followed by Hispanic (24.3%), then White Non-Hispanic (6.8%). A majority of parents responding indicated they had one child attending the program (78.2%), followed by two children (15.8%), and then three or more children (5.9%). Many parents responding to the parent survey (34.0%) reported they had attended a family night event, and almost all (54.1%) reported the parent nights were beneficial.

When asked about the program as a whole, most parents (93.5%) were satisfied or very satisfied. Only one (0.9%) 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 (85.7%), staff's ability to work with their child (85.0%), and staff's ability to relate well to them as parents (75.7%).

Many parents reported some level of satisfaction with the variety of activities offered to their children (86.0%) and the safety of the program environment (88.8%). A majority of parents also indicated their children were completing their homework (86.0%), and they were progressing academically (86.0%). Socially, parents strongly agreed or agreed their children were learning to get along with others (90.7%) and staying out of trouble because of their child's program participation (87.9%). Most parents (76.6%) agreed or strongly agreed that the program helped them become more involved in their child's education. Overall, many parents (89.7%) 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 (83.3%). Given the scenario that program services would no longer be available, many respondents indicated their children would be home alone (40.2%), be cared for by a parent (17.6%), attend another afterschool program (12.7%), be cared for by another relative (9.8%), other (8.8%), cared for by a sibling (7.8%), or cared for by a friend or neighbor (2.9%).

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 105 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 (62.8%), quality of homework turned in (68.5%), improved class participation (72.4%), improvement for volunteerism in the classroom (55.2%), attending class regularly (62.8%), being attentive in class (66.4%), and behaving well in class (65.7%). Teachers also indicated "improved" or "did not need to improve" on academic performance (70.5%), students coming to school motivated to learn (66.7%), getting along well with other students (73.4%), and

improvement in student self-efficacy - belief they can do well in school (66.6%). Teachers indicated “improved” or “did not need to improve” on parents’ interest and involvement in their child’s schooling (58.1%).

Student Surveys

Eight items on the student survey were common to both elementary and middle school students. These items were rated on a three-point Likert scale: “definitely,” “somewhat,” or “not at all.” A total of 120 students in 5th through 8th grade completed the survey. As shown in Table 14, each of the eight aspects related to their program was definitely or somewhat viewed in a positive light. The items with the most positive responses were the items indicating students feeling safe in the afterschool program and help with their homework.

Table 14. 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?	53 (46.5)	57 (50.0)	4 (3.5)
Did your afterschool program have adults who care about you?	71 (62.3)	34 (29.8)	9 (7.9)
Did you feel safe at your afterschool program?	74 (65.5)	36 (31.9)	3 (2.7)
Did your afterschool program help you get along well with others?	55 (48.2)	46 (40.4)	13 (11.4)
Did your afterschool program help you understand that following rules is important?	65 (57.0)	33 (28.9)	16 (14.0)
Did your afterschool program help you solve problems in a positive way?	53 (46.9)	43 (38.1)	17 (15.0)
Did your afterschool program help you with your homework?	73 (65.2)	23 (20.5)	16 (14.3)
Did your afterschool program help you improve your grades?	69 (61.6)	32 (28.6)	11 (9.8)

Middle school students in 6th thru 8th grade completed an additional 4 scaled items. As shown in Table 15, 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 15. Middle Student Survey Results.

Survey Question	☺ Definitely	☹ Somewhat	☹ Not at all- Didn't Talk About	☹ Not at all- Talked About Not Helpful
	<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)	47 (42.7)	32 (29.1)	10 (9.1)	21 (19.1)
Did your afterschool program help you understand how to make career choices? (middle school only)	38 (34.5)	30 (27.3)	10 (9.1)	32 (29.1)
Did your afterschool program help you understand that doing drugs is wrong? (middle school only)	44 (40.7)	23 (21.3)	2 (1.9)	39 (36.1)
Did your afterschool program help you understand that violence is wrong? (middle school only)	49 (44.5)	23 (20.9)	7 (6.4)	31 (28.2)

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 (51.7%), older sibling (33.3%), friends (36.7%), alone by myself (38.3%). 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 (45.8%), hanging out with friends (47.5%), entertainment activities – such as watching TV (68.3%), activities planned by adults (33.3%), helping out around the house (41.7%), studying or working on homework (58.3%), and working at a job (10.0%), volunteering in my neighborhood (5.0%).

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 16, 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. Unfortunately, the partners were not forthcoming

in providing assessment data and programs that were subcontracted. This shortcoming is being addressed by the district taking a more active role in gathering this data and implementing these programs.

Table 16. 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
Attucks Middle Elementary	SD	No	Facilities
Olsen Middle School	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.
- The 21st CCLC afterschool program was successful in the middle 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 Olsen Middle School Site Coordinator, Ms. Latissa Nelson, and the afterschool program teachers interact well with each other.
- The Olsen Middle School afterschool program has an adequate number of qualified teachers to present the academic lessons. In fact, one regular school day teacher serves as a teaching assistant in the afterschool program.
- The Olsen Middle School facility is large with some classrooms remotely located from others. Yet, there doesn't seem to be any problem supervising the students in such a large area that the school and grounds cover.
- The Olsen Middle School Site Coordinator, Ms. Nelson, is clever in keeping more students enrolled than the 80 the program is limited to. Thus, the daily attendance indicates that about 80 students are consistently served.
- Also, seen in this Olsen Middle School afterschool program is the foresight to utilize an outside vendor to present math tutoring to students who need it. The Mathnasium program seems to be well thought out, presented as intended, and staffed with four math tutors in a room of 20-25 students. (Ms. Nelson reports that this program has been very well received by parents who appreciate having their children tutored in math.)
- Although this afterschool program is in its first year at Olsen Middle School, it has the feel that it is further along and has many of the kinks worked out that seem to bother some first-year programs.
- The students at Attucks Middle School were the kindest and most respectful students I have met in any of the 21st CCLC afterschool programs. (This reflection is not simply the student

behavior shown me, but also how students treated each other and how they interacted with the program staff.)

- There is a clear mutual respect and professional collaboration between the Attucks Middle School Site Coordinator (Ms. Nichola Gayle) and Assistant Principal (Ms. Sandra Adderley) that lays a sound foundation for producing a very good 21st CCLC afterschool program.
- Attucks Middle School has demonstrated that popular programs can be developed and nourished (such as the debate program) that provide students with a constructive academic environment that encourages social interaction.
- The Attucks Middle School afterschool program appears to have an adequate number of qualified, professional teachers and staff.
- The Attucks Middle School 21st CCLC program has good facilities at its disposal, and appears to use them effectively.
- The Daily Program Procedures for teachers and staff is explicit in communicating attendance and duty expectations at the Attucks Middle School.
- Congrats! on a wonderful job in having your Attucks Middle School 21st CCLC afterschool program recognized and identified throughout the school.

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 programs 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. The evaluator encourages the Attucks Middle School administration to work with Ms. Gayle, the Site Coordinator, to collaborate on a strategy to enhance the enrollment and attendance rates in the Attucks Middle School 21st CCLC afterschool program.
5. There are other 21st CCLC middle school programs in BCPS. Connecting and collaborating with the Site Coordinators of those programs may help in developing strategies and expectations at the Attucks Middle School. One program is in its third year (Parkway Middle School), one program is in its second year (New River Middle School),

and three other programs are also in their first year (Lauderdale Lakes Middle School, Olsen Middle School, and Apollo Middle School).

6. In looking at the Attucks Middle School schedule, there is a wide variety of subjects and activities. Keep thinking about how you would tie this curriculum to the goals and objectives in the 21st CCLC grant. This will continue to come into play as even more opportunities and activities are considered for the program.
7. The program schedule for the Olsen Middle School 21st CCLC afterschool program should be reviewed to address the following.
 - a. To what extent does this schedule reflect the program that was funded with the 21st CCLC grant? Those learning activities called for in the grant should be reflected in the program schedule.
 - b. Perhaps, the naming of the activities should also be reviewed to reflect their match to the 21st CCLC program goals. Note that most of the activity labels would have a limited meaning to an outside observer.
 - c. Also, the time spent per week in grant-related activities should be obvious and reflected in the schedule.
 - d. And, the Group designations (A, B, C, D) on the schedule should also represent the grade level(s) comprised in the group.
8. The Olsen Middle School Site Coordinator's (Ms. Nelson's) success in maintaining attendance near 80 should be shared with other Site Coordinators. She has a feel for the number of enrolled students needed to achieve the near 80 attendance rate. On this topic, Ms. Nelson would be an excellent resource for other 21st CCLC programs.
9. The hiring of an outside vendor to present math tutoring to the Olsen Middle School 21st CCLC afterschool students has been well received. Again, Ms. Nelson would be an excellent resource to other 21st CCLC programs that might be interested in exploring this option.