

**Summative Report for  
Grant #060-2447B-7CCC8**

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**Broward Estates Elementary Schools and Parkway  
Middle of Broward County**

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## **2016-2017 Broward Estates Elementary and Parkway Middle 21<sup>st</sup> Century Community Learning Centers Summative Evaluation**

### **1.0 OVERVIEW AND HISTORY**

The purpose of this evaluation is to report the summative 2016-2017, third year findings of the approved 21st Century Community Learning Center (21<sup>st</sup> CCLC) continuing grant for Broward Estates Elementary School and Parkway 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 21<sup>st</sup> 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 elementary (Broward Estates) and the other middle (Parkway). As shown in Table 1, a total of 483 students were in attendance at least one day during the project reporting period, and 211 students participated 30 or more days. Overall, 59.8% of the enrolled elementary students participated 30 or more days, and 37.9% of the enrolled middle 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
<b>Broward Estates</b>	47	48	32	<b>127</b>	0	44	32	<b>76</b>
<b>Parkway</b>	50	243	63	<b>356</b>	0	107	28	<b>135</b>
<b>Total</b>	97	291	95	<b>483</b>	0	151	60	<b>211</b>

**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 elementary students (Broward Estates) were 57.9% male and 42.1% female. Of the regularly participating middle school students (Parkway), 33.3% were male and 66.7% 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*
<b>Broward Estates</b>	69	58	0	44	32	0
<b>Parkway</b>	153	203	0	45	90	0
<b>Total</b>	222	261	0	89	122	0

\*DK = Don't Know.

As shown in Table 3, 10.2% of the enrolled elementary students (Broward Estates) were identified as Limited English Proficient (LEP), and 3.9% were identified as having a disability. Also, 4.2% of the enrolled middle students (Parkway) were identified as Limited English Proficient (LEP), and 5.3% were identified as having a disability. The percentage of enrolled students identified as qualifying for Free or Reduced Lunch (FRL) at the elementary school (Broward Estates) was 87.4% and at the middle school (Parkway) was 73.0%.

**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*
<b>Broward Estates</b>	13	114	0	5	122	0	111	7	9
<b>Parkway</b>	15	341	0	19	337	0	260	83	13
<b>Total</b>	28	455	0	24	459	0	371	90	22

\*DK = Don't Know.

As shown in Table 4, 14.5% of the regularly participating elementary students (Broward Estates) were identified as Limited English Proficient (LEP), and 5.2% were identified as having a disability. Also, 3.7% of the regularly participating middle students (Parkway) were identified as Limited English Proficient (LEP), and 8.9% were identified as having a disability. The percentage of regularly participating students identified as qualifying for Free or Reduced Lunch (FRL) at the elementary school (Broward Estates) was 85.5%. The percentage of regularly participating students qualifying for FRL at the middle school (Parkway) was 81.5%.

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

Site Name	Limited English Proficient			Identified with Disability			Free or Reduced-Price Lunch		
	Yes	No	Yes	Yes	No	DK*	Yes	No	DK*
<b>Broward Estates</b>	11	65	0	4	72	0	65	5	6
<b>Parkway</b>	5	130	0	12	123	0	103	25	7
<b>Total</b>	16	195	0	16	195	0	168	30	13

\*DK = Don't Know.

As shown in Table 5, most of the enrolled elementary students (Broward Estates) were identified as Black or African American (96.1%) and for regularly participating students 93.4% were identified as Black or African American. At the middle school level (Parkway), 93.0% of enrolled

students were identified as Black or African American and 88.9% 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
<b>Broward Estates</b>	0	1	122	0	0	1	3	0	1	71	0	0	1	3
<b>Parkway</b>	2	0	331	7	1	9	6	1	0	120	3	0	7	4
<b>Total</b>	2	1	453	7	1	10	9	1	1	191	3	0	8	7
<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 elementary school (Broward Estates) was 37.0% in grade 3, 29.2% in grade 4, 27.0% in grade 5, and 2.2% in grade 6. The distribution of enrolled students at the middle school (Parkway) was 2.0% in grade 5, 45.8% in grade 6, 27.5% in grade 7, 20.0% in grade 8, and 3.9% in grade 9. Table 6 also shows additional 4 students were enrolled in the program outside of the scope of services to middle school students.

**Table 6. Student Grade for Total Participating Students.**

Site Name	Grade In School*													
	PK	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Broward Estates</b>	0	0	0	0	47	40	37	3	0	0	0	0	0	0
<b>Parkway</b>	0	0	0	0	0	0	7	163	98	71	14	0	0	0
<b>Total</b>	0	0	0	0	47	40	44	166	98	71	14	0	0	0
<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 elementary school (Broward Estates) was 31.6% in grade 3, 38.2% in grade 4, and 30.2% in grade 5. The distribution

of regularly participating students at the middle school (Parkway) was 1.5% in grade 3, 3.0% in grade 5, 52.6% in grade 6, 27.4% in grade 7, 57.1% in grade 8, and 0.7% in grade 9.

**Table 7. Student Grade for Regularly Participating Students.**

Site Name	Grade In School*													
	PK	K	1 <sup>st</sup>	2 <sup>nd</sup>	3 <sup>rd</sup>	4 <sup>th</sup>	5 <sup>th</sup>	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>
<b>Broward Estates</b>	0	0	0	0	24	29	23	0	0	0	0	0	0	0
<b>Parkway</b>	0	0	0	0	2	0	4	71	37	20	1	0	0	0
<b>Total</b>	0	0	0	0	26	29	27	71	37	20	1	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 21<sup>st</sup> 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 programs as shown in Table 8, the elementary school program (Broward Estates) operated for 7 weeks during the summer, 5 days a week, for 8 hours per day. The middle school program (Parkway) operated for 4 weeks during the summer, 5 days a week, for 4.5 hours per day.

**Table 8. Summer 2016 Operation.**

Site Name	Total number of <b>weeks</b> THIS site was open:	Typical number of <b>days per week</b> THIS site was open:	Typical number of <b>hours per week</b> THIS site was open on:		
			<b>Weekdays</b>	<b>Weekday Evenings</b>	<b>Weekends</b>
<b>Broward Estates</b>	7	5	40	0	0
<b>Parkway</b>	4	5	22.5	0	0

#### **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 9 this Broward elementary school afterschool program (Broward Estates) ran 3 hours per day and 5 days per week. This Broward middle school afterschool program (Parkway) ran 3 hours per day and 4 days per week.

**Table 9. 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
<b>Broward Estates</b>	37	164	5	0	0	15	4	0	0	164	15
<b>Parkway</b>	40	138	4	0	0	12	0	0	0	138	15

#### **4.0 Staff Characteristics**

##### **4.1 Staff Demographics**

The Broward County 21<sup>st</sup> 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 13 paid staff members and no volunteers at Broward Estates Elementary School, as shown in Table 10. There were 23 paid staff members and no volunteers at Parkway Middle Schools, as shown in Table 11.

**Table 10. Regular Staff by Paid and Volunteer Status. Broward Estates**

Staff Type	Summer of 2016		2016-2017 School Year	
	Paid <sup>1</sup>	Volunteer	Paid <sup>1</sup>	Volunteer
School day teachers (former and substitute)	5	0	8	0
Center administrators and coordinators	1	0	1	0
Other non-teaching school day staff	2	0	2	0
Parents	0	0	0	0
College Students	0	0	0	0
High School Students	0	0	0	0
Community Members	0	0	0	0
Subcontracted Staff	0	0	0	0
Other	1	0	2	0
Total	9	0	13	0

**Table 11. Regular Staff by Paid and Volunteer Status. Parkway**

Staff Type	Summer of 2016		2016-2017 School Year	
	Paid <sup>1</sup>	Volunteer	Paid <sup>1</sup>	Volunteer
School day teachers (former and substitute)	8	0	18	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	2	0
Other	1	0	0	0
<b>Total</b>	<b>9</b>	<b>0</b>	<b>23</b>	<b>0</b>

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

#### 4.2 Overall Staffing

The elementary school (Broward Estates) and the middle school (Parkway) afterschool program staff received compensation solely from 21<sup>st</sup> CCLC funds. The afterschool program staff was 85% female ( $n=29$ ) and 15% male ( $n=5$ ). The combined staff highest degree earned was 38.2% Bachelors ( $n=13$ ), 38.2% Masters ( $n=13$ ), 5.9% High School/GED ( $n=2$ ), 2.9% Associates ( $n=1$ ), 2.9% Doctorate ( $n=1$ ), and 11.7% other ( $n=4$ ).

#### 4.3 Students-to-Staff Ratio

Based on 21<sup>st</sup> CCLC average daily attendance at Broward Estates Elementary, staffing logs, and site visitation, the afterschool student to staff ratio was approximately 4:1. (The ratio of students to certified teachers is 6.5:1). Based on average daily attendance at Parkway Middle School, staffing logs, and site visitation, the afterschool student to staff ratio was approximately 3.6:1. (The ratio of students to certified teachers is 4.6:1).

#### 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 21<sup>st</sup> 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 21<sup>st</sup> 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 21<sup>st</sup> CCLC project year estimated at zero for Broward Estates Elementary School with no staff members stating they "Don't Know" if they replaced a staff member. Turnover was estimated at 9.5% ( $n=2$ ) for Parkway Middle School with 14.3% ( $n=3$ ) of staff members stating they "Don't Know" if they replaced a staff member.

#### **4.6 Certified Teachers**

Each of the 21<sup>st</sup> CCLC teaching staff at Broward Estates Elementary School holds a valid State of Florida Professional Educator's Certificate. All academic instruction was provided by these 8 certified teachers at Broward Estates Elementary School.

Each of the 21<sup>st</sup> CCLC teaching staff at Parkway Middle School holds a valid State of Florida Professional Educator's Certificate. All academic instruction was provided by 18 certified teachers at Parkway Middle School.

### **5.0 Objectives and Outcomes**

#### **5.1 Objectives and Activities**

To assess the extent to which the approved 2016-2017 program objectives were met, the following data was collected and analyzed: monthly attendance; parent night attendance logs; parent night knowledge surveys; quarterly academic (language arts, math, and science) and conduct grades;

Florida Standards Assessment score levels (language arts, math, and science); health knowledge; fitness knowledge; 21<sup>st</sup> CCLC Federal Parent, Teacher, and Student surveys.

Student activities were conducted afterschool, 3 hours per day on dates of operation. Students engaged in Project Based Learning (PBL) activities in language arts, math, and science. Additional classroom activities were conducted in the areas of: health education, nutrition, character education, social/emotional learning, and career and college readiness. Adult family member activities included information sessions on increasing parents' understanding of their role in supporting their children's learning at school and at home. Table 12 shows each objective, the target success criterion, and activities designed for the successful attainment of each objective.

**Table 12. Objectives and Description of Activities.**

<b>Objective</b>	<b>Description of Activities</b>
75% of regularly participating students will improve their English/language arts (ELA) as measured by report card grades.	Small group reading instruction for 30 minutes per day MindWorks Project Based Learning (PBL) Curriculum Teacher created PBL BrainPop Jr.
75% of regularly participating students will improve their English/language arts (ELA) as measured by state assessment (e.g. FSA).	Small group reading instruction for 30 minutes per day MindWorks Project Based Learning (PBL) Curriculum Teacher created PBL
75% of regularly participating students will improve their mathematics as measured by report card grades.	Math Coach Curriculum Teacher created PBL BrainPop Jr.
75% of regularly participating students will improve their mathematics as measured by state assessment (e.g. FSA).	Math Coach Curriculum MindWorks Project Based Learning (PBL) Teacher created PBL
75% of regularly participating students will improve their science as measured by report card grades.	Animals and their Habitats PBL Roadmap to the Future Teacher created PBL BrainPop Jr.
75% of regularly participating students will improve their science scores as measured by state assessment (e.g. FSA).	Science Curriculum Teacher created PBL
80% of participating students will improve their good nutrition as measured by curriculum-based assessment.	California Dairy Council – Deal Me in Afterschool Nutrition My Plate
80% of participating students will improve their application of positive character traits as measured by perceptual survey (student).	African Ancestry - The Ultimate Selfie PBL Kids Against Bullying and Violence Activities Character Counts

75% of (Middle) participating students will report their engagement in career exploration as measured by perceptual survey (student).	CTACE (Career, Technical, Adult, Community Education)
65% of participating family members will increase their knowledge (in a specified area) as measured by perceptual survey (parent).	Adult Family Member Night - Science Technology Enrichment Program

## 5.2 Data Collection Methods

Broward Estates Elementary and Parkway Middle School administration signed and executed a data sharing agreement provided by 21<sup>st</sup> CCLC District Administration at the inception of the 2016-2017 school year. The data sharing agreement outlined the requirement that both centers collect monthly attendance; parent night attendance logs; parent night knowledge surveys; quarterly academic and conduct grades; and 21<sup>st</sup> CCLC Federal Parent, Teacher, and Student surveys. Personal enrichment surveys that included health, fitness, and conduct were collect online and imported into a student platform that compiled student attendance and objective assessment data.

The data collection timeline mirrored the state reporting periods of October 2016, January 2017, and May 2017. The District data coordinator worked diligently to complete data when students were newly enrolled in the program. Academic measures were updated quarterly as students enrolled in the program.

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

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

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

#### *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 13, 75.4% of regularly participating Broward Estates students met this expectation, thus the objective was met.

**Table 13. Language Arts Grades - Broward Estates 21st CCLC.**

Qtr. 1 LA Grades	Qtr. 4 Language Arts Grades					Total for Qtr. 1
	A	B	C	D	F	
A	12 (19.7)	10 (16.4)	0 (0.0)	1 (1.6)	0 (0.0)	23 (37.7)
B	7 (11.5)	11 (18.0)	4 (6.6)	1 (1.6)	0 (0.0)	23 (37.7)
C	1 (1.6)	3 (4.9)	6 (9.8)	0 (0.0)	1 (1.6)	11 (18.0)
D	0 (0.0)	0 (0.0)	2 (3.3)	1 (1.6)	1 (1.6)	4 (6.6)
F	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
NG	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Total for Qtr. 4	20 (32.8)	24 (39.3)	12 (19.7)	3 (4.9)	2 (3.3)	61 (100.0)

As shown in Table 14, 59.5% of regularly participating Parkway students met this expectation, thus the objective was not met.

**Table 14. Language Arts Grades - Parkway 21st CCLC.**

Qtr. 1 LA Grades	Qtr. 4 Language Arts Grades								Total for Qtr. 1
	A	B+	B	C+	C	D+	D	F	
A	10 (12.7)	2 (2.5)	3 (3.8)	1 (1.3)	2 (2.5)	0 (0.0)	0 (0.0)	1 (1.3)	19 (24.1)
B+	2 (2.5)	1 (1.3)	3 (3.8)	0 (0.0)	2 (2.5)	0 (0.0)	0 (0.0)	0 (0.0)	8 (10.1)
B	6 (7.6)	1 (1.3)	6 (7.6)	0 (0.0)	3 (3.8)	3 (3.8)	2 (2.5)	2 (2.5)	23 (29.1)
C+	0 (0.0)	0 (0.0)	1 (1.3)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.3)	0 (0.0)	2 (2.5)
C	3 (3.8)	1 (1.3)	2 (2.5)	1 (1.3)	1 (1.3)	0 (0.0)	4 (5.1)	1 (1.3)	13 (16.5)
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)	1 (1.3)	0 (0.0)	3 (3.8)	0 (0.0)	3 (3.8)	1 (1.3)	8 (10.1)
F	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.3)	1 (1.3)	0 (0.0)	1 (1.3)	3 (3.8)	6 (7.6)
NG	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	21 (26.6)	5 (6.3)	16 (20.3)	3 (3.8)	12 (15.2)	3 (3.8)	11 (13.9)	8 (10.1)	79 (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.”

Results for the FSA in Language arts for the elementary school students showed 27 out of 73 students (37.0%) scored a level 3 or above; thus, the success criterion for this objective (75%) was not met. Results for the FSA in Language arts for the middle school students showed 26 out of 96

students (27.1%) 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, 72.9% of regularly participating Broward Estates students met this expectation, thus the objective was met.

**Table 15. Math Grades - Broward Estates 21st CCLC.**

Qtr. 1 Math Grades	Qtr. 4 Math Grades					Total for Qtr. 1
	A	B	C	D	F	
A	6 (10.2)	3 (5.1)	1 (1.7)	0 (0.0)	1 (1.7)	11 (18.6)
B	5 (8.5)	13 (22.0)	6 (10.2)	1 (1.7)	0 (0.0)	25 (42.4)
C	3 (5.1)	8 (13.6)	2 (3.4)	1 (1.7)	2 (3.4)	16 (27.1)
D	0 (0.0)	2 (3.4)	3 (5.1)	1 (1.7)	0 (0.0)	6 (10.2)
F	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.7)	1 (1.7)
NG	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Total for Qtr. 4	14 (23.7)	26 (44.1)	12 (20.3)	3 (5.1)	4 (6.8)	59 (100.0)

As shown in Table 16, 53.8% of regularly participating Parkway students met this expectation, thus the objective was not met.

**Table 16. Math Grades - Parkway 21st CCLC.**

Qtr. 1 Math Grades	Qtr. 4 Math Grades								Total for Qtr. 1
	A	B+	B	C+	C	D+	D	F	
A	8 (10.0)	0 (0.0)	0 (0.0)	1 (1.2)	1 (1.2)	0 (0.0)	0 (0.0)	0 (0.0)	10 (12.5)
B+	4 (5.0)	0 (0.0)	2 (2.5)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.2)	0 (0.0)	7 (8.8)
B	2 (2.5)	2 (2.5)	5 (6.2)	3 (3.8)	1 (1.2)	1 (1.2)	0 (0.0)	0 (0.0)	14 (17.5)
C+	0 (0.0)	0 (0.0)	3 (3.8)	0 (0.0)	3 (3.8)	0 (0.0)	0 (0.0)	0 (0.0)	6 (7.5)
C	1 (1.2)	3 (3.8)	8 (10.0)	2 (2.5)	5 (6.2)	0 (0.0)	5 (6.2)	0 (0.0)	24 (30.0)
D+	0 (0.0)	0 (0.0)	1 (1.2)	0 (0.0)	1 (1.2)	0 (0.0)	0 (0.0)	1 (1.2)	3 (3.8)
D	1 (1.2)	1 (1.2)	0 (0.0)	1 (1.2)	1 (1.2)	0 (0.0)	3 (3.8)	4 (5.0)	11 (13.8)
F	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.2)	1 (1.2)	3 (3.8)	5 (6.2)
NG	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	16 (20.0)	6 (7.5)	19 (23.8)	7 (8.8)	12 (15.0)	2 (2.5)	10 (12.5)	8 (10.0)	80 (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.”

Results for the FSA in math for the elementary school students showed 42 out of 73 students (57.5%) scored a level 3 or above; thus, the success criterion for this objective (75%) was not met.

Results for the FSA in math for the middle school students showed 31 out of 95 students (32.6%) 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, 80% 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 17, 77.8% of regularly participating Broward Estates students met this expectation, thus the objective was met.

**Table 17. Science - Broward Estates 21st CCLC.**

Qtr. 1 Science Grades	Qtr. 4 Science Grades					Total for Qtr. 1
	A	B	C	D	F	
A	18 (33.3)	4 (7.4)	1 (1.9)	0 (0.0)	0 (0.0)	23 (42.6)
B	5 (9.3)	10 (18.5)	4 (7.4)	4 (7.4)	1 (1.9)	24 (44.4)
C	2 (3.7)	3 (5.6)	0 (0.0)	1 (1.9)	0 (0.0)	6 (11.1)
D	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.9)	1 (1.9)
F	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
NG	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)
Total for Qtr. 4	25 (46.3)	17 (31.5)	5 (9.3)	5 (9.3)	2 (3.7)	54 100.0)

As shown in Table 18, 53.8% of regularly participating Parkway students met this expectation, thus the objective was not met.

**Table 18. Science Grades - Parkway 21st CCLC.**

Qtr. 1 Science Grades	Qtr. 4 Science Grades								Total for Qtr. 1
	A	B+	B	C+	C	D+	D	F	
A	4 (5.0)	0 (0.0)	2 (2.5)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	6 (7.5)
B+	3 (3.8)	0 (0.0)	3 (3.8)	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.2)	0 (0.0)	7 (8.8)
B	6 (7.5)	1 (1.2)	12 (15.0)	4 (5.0)	3 (3.8)	1 (1.2)	0 (0.0)	1 (1.2)	28 (35.0)
C+	0 (0.0)	0 (0.0)	2 (2.5)	0 (0.0)	1 (1.2)	0 (0.0)	0 (0.0)	0 (0.0)	3 (3.8)
C	0 (0.0)	0 (0.0)	5 (6.2)	2 (2.5)	9 (11.2)	2 (2.5)	2 (2.5)	1 (1.2)	21 (26.2)
D+	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.2)	4 (5.0)	1 (1.2)	0 (0.0)	0 (0.0)	6 (7.5)
D	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.2)	3 (3.8)	0 (0.0)	1 (1.2)	1 (1.2)	6 (7.5)
F	0 (0.0)	0 (0.0)	0 (0.0)	1 (1.2)	0 (0.0)	0 (0.0)	2 (2.5)	0 (0.0)	3 (3.8)
NG	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	13 (16.2)	1 (1.2)	24 (30.0)	9 (11.2)	20 (25.0)	4 (5.0)	6 (7.5)	3 (3.8)	80 (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 scores as measured by state assessment (e.g. FSA). The success criterion assigned to this objective was “Maintain an Achievement Level 3 (satisfactory) or higher.”

Results for the FSA in science for the 5<sup>th</sup> grade elementary school students showed 9 out of 24 students (37.5%) scored a level 3 or above; thus, the success criterion for this objective (75%) was not met. Results for the FSA in science for the 8<sup>th</sup> grade middle school students showed 22 out of

93 students (23.7%) 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 pre-assessment scores on nutrition for 2 of 48 elementary students; thus, 4.2% of students met this objective and the criterion (80%) was not met.

Post-assessment scores were greater than the pre-assessment scores on nutrition for 34 of 50 middle students; thus, 68% of students met this objective and the criterion (80%) was approached, but not met.

***Goal 3: Enhance Behavior and Problem Solving***

8. Objective 8: 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 “an increase from baseline and/or maintenance of a B or better.”

Post-conduct scores were greater than pre-conduct scores or conduct scores were maintained at a “B” or better level for 40 of 62 elementary school students; thus, 64.5% of students met this objective and the criterion was not met.

Post-conduct scores were greater than pre-conduct scores or conduct scores were maintained at a “B” or better level for 94 of 100 middle school students; thus, 94.0% of students met this objective and the criterion (80%) was met.

***Goal 4: Improve Dropout Prevention & College / Career Readiness (Middle/High programs)***

9. Objective 9: By the end of the program year, 75% of (Middle) participating students will report their engagement in career exploration as measured by perceptual survey (student).

By year's end, 15 out of 33 middle school students reported they had explored or selected a career; thus, 45.5% of students met this objective and the criterion (75%) was not met.

***Goal 5: Increase Parental Involvement***

10. 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 21<sup>st</sup> 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, 47 of 47 parents reported a knowledge increase as a result of the event; thus, 100% of parents met this objective and the criterion (65%) was met.

For parents of middle school students, 13 of 13 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 21<sup>st</sup> 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, 89 parents completed the parent survey. Most respondents were female (89.4%) and a majority identified their race as African American or Black-Not Hispanic (84.7%), followed by Biracial/Multiracial (7.1%), then Other (3.5%). A majority of parents responding indicated they had one child attending the program (81.0%), followed by two children (11.4%), and then three or more children (7.6%). Many parents responding to the parent survey (54.8%) reported they had attended a family night event, and almost all (88.6%) reported the parent nights were beneficial.

When asked about the program as a whole, most parents (94.2%) were satisfied or very satisfied. Parents were also satisfied or very satisfied with the overall warmth and friendliness of the staff (97.7%), staff's ability to work with their child (96.5%), and staff's ability to relate well to them as parents (94.1%).

Many parents reported some level of satisfaction with the variety of activities offered to their children (94.2%) and the safety of the program environment (96.5%). A majority of parents also indicated their children were completing their homework (91.9%), and they were progressing academically (92.9%). Socially, parents strongly agreed or agreed their children were learning to get along with others (94.2%) and staying out of trouble because of their child's program participation (94.2%). Most parents (88.0%) agreed or strongly agreed that the program helped them become more involved in their child's education. Overall, many parents (96.5%) 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 (89.2%). Given the scenario that program services would no longer be available, many respondents indicated their children would be home alone (38.8%), cared for by a parent (16.5%), attend another afterschool program (15.3%), cared for by a sibling (14.1%), be cared for by another relative (10.6%), cared for by a friend or neighbor (3.5%) or other (1.2%).

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, more homework time and expanded hours.

### **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 74 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 (84.1%), quality of homework turned in (77.5%), improved class participation (84.7%), improvement for volunteerism in the classroom (73.9%), attending class regularly (84.5%), being attentive in class (85.5%), and behaving well in class (77.5%). Teachers also indicated "improved" or "did not need to improve" on academic performance (82.6%), students coming to school motivated to learn (86.0%), getting along well with other students (80.0%), and improvement in student self-efficacy - belief they can do well in school (90.0%). Teachers indicated "improved" or "did not need to improve" on parents' interest and involvement in their child's schooling (57.3%).

### **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 185 students in K through 8th grade completed the survey. As shown in Table 19, 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 understanding that following rules is important, having adults who care about them, and receiving help with their homework.

**Table 19. 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?	44 (50.0)	36 (40.9)	8 (9.1)
Did your afterschool program have adults who care about you?	61 (68.5)	21 (23.6)	7 (7.9)
Did you feel safe at your afterschool program?	54 (58.7)	32 (34.8)	6 (6.5)
Did your afterschool program help you get along well with others?	36 (39.6)	45 (49.5)	10 (11.0)
Did your afterschool program help you understand that following rules is important?	62 (69.7)	21 (23.6)	6 (6.7)
Did your afterschool program help you solve problems in a positive way?	46 (51.7)	29 (32.6)	14 (15.7)
Did your afterschool program help you with your homework?	56 (63.6)	22 (25.0)	10 (11.4)
Did your afterschool program help you improve your grades?	51 (57.3)	21 (23.6)	17 (19.1)

Middle school students in 6<sup>th</sup> thru 8<sup>th</sup> grade completed an additional 4 scaled items. As shown in Table 20, their responses were generally favorable about the afterschool program helping the student to understand why doing drugs is wrong and violence is wrong.

**Table 20. 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)	18 (45.0)	15 (37.5)	2 (5.0)	5 (12.5)
Did your afterschool program help you understand how to make career choices? (middle school only)	18 (45.0)	11 (27.5)	2 (5.0)	9 (22.5)
	27	4	4	5

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 that doing drugs is wrong? (middle school only)	(67.5)	(10.0)	(10.0)	(12.5)
Did your afterschool program help you understand that violence is wrong? (middle school only)	23 (62.2)	7 (18.9)	3 (8.1)	4 (10.8)

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 (63.7%), older sibling (43.4%), friends (41.6%), alone by myself (25.7%). 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 (41.6%), hanging out with friends (50.4%), entertainment activities – such as watching TV (71.7%), activities planned by adults (37.2%), helping out around the house (46.9%), studying or working on homework (66.4%), and working at a job (5.3%), volunteering in my neighborhood (8.0%). Open responses indicated that students would also be participating in extra-curricular activities, doing their homework, sleeping, and playing team sports.

## 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 21, 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 21. Partnerships and Sub-Contracts.**

<b>Agency Name</b>	<b>Type of Organization</b>	<b>Sub-Contractor (Yes/No)</b>	<b>Type of Service Provided</b>
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
Broward Estates Elementary	SD	No	Facilities
Parkway 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
Nexsplore	OTH	Yes	Provide wellness and fitness to students weekly.
Magnobrain	OTH	Yes	Provided family nights and literacy curriculum support to sites.

## **7.0 LESSONS LEARNED AND RECOMMENDATIONS**

### ***21<sup>st</sup> 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 21<sup>st</sup> CCLC afterschool program was successful in the Broward Estates Elementary School in complementing and supporting regular school day instruction with alternative (generally project based) learning curriculum and activities.
- With numerous afterschool activities afforded Parkway Middle School students, the 21<sup>st</sup> CCLC afterschool program this year was much better equipped to handle students' participation in a variety of activities.
- Good behavior and constructive instruction in academic and social growth was observed.

### *Lessons Learned*

- The students are energetic and appear very comfortable being a part of the 21<sup>st</sup> CCLC afterschool program at Broward Estates Elementary.
- The Broward Estates Elementary School teachers are well qualified and diligent in presenting appropriate lessons to their students.
- The initial Broward Estates Elementary School sign-in/homework period now has additional supervisory support for Ms. Clayton with the assignment of Mr. Campbell. This action was crucial since teachers do not arrive until 4:15 (being on BCPS contract until that time).
- A previous Broward Estates Elementary School concern was teachers keeping students engaged and on task. In this visit, teachers were much better in getting the students' attention and keeping them engaged (particularly when the teachers became energized as they "got into" and presented the lesson).
- At Broward Estates Elementary the use of the walkie-talkies is effective in calling for students when parents arrive to pick them up.
- The Broward Estates Elementary lessons on character education really got the students' attention.
- Based on the Broward Estates Elementary schedule, the curricular content appears to match grant expectations.
- This has become a well-attended afterschool program at Parkway Middle School.
- Students really seem to enjoy being in the Parkway Middle School afterschool program with the other students. This is borne out by the large numbers of students interacting in open conversation.
- There is a good use of staff in having them work two or three days a week at Parkway Middle School.
- There appears to be an easy, comfortable relationship amongst Parkway Middle School program staff and students.
- The Parkway Middle School co-site coordinators have delineated their time well in determining who is in charge when and with both covering the initial cafeteria session.
- Enrollment and attendance at Parkway Middle School were critical issues previously. Judging by the attendance and enthusiasm of the students, that issue has been solved.

***Recommendations***

1. 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.)
2. Program developed data sources need to be administered and completed as soon as possible for newly enrolled students.
3. The program should work hard this year to gather much more complete parent event data.
4. The physical fitness, nutrition, and social emotional programming curricula need be better defined, overseen, and reported.
5. The program personnel should continue interacting with regular school day academic teachers to ensure the afterschool program is aligned with the regular school day.
6. There is no 21st CCLC program identity displayed at Broward Estates Elementary. Posters and bulletin boards would enhance the 21st CCLC program's footprint in the school and aid in recruitment. There are numerous examples at other schools that currently offer the 21st CCLC program.
7. There should be more visual indication of the existence of the 21<sup>st</sup> CCLC afterschool program at Parkway Middle School. Fruitful would be are bulletin boards that indicate the existence, opportunities, and successes of this program.
8. At Parkway Middle School, it appears that students experience difficulties and frustration in trying to sign-in on the computers to the PBL websites. This problem should be anticipated and a structured process might be developed to help students, particularly with user names and passwords.
9. The Parkway Middle monthly program schedule identifies the student group (Lions, Heat, Wildcats, All Stars) and respective teacher for each day the program is in session. To be consistent with other 21<sup>st</sup> CCLC schedules, the reader should find: a timeline of the day's activities, the subject/topic of the activity, the location for each group activity, and title of each teacher as Ms. or Mr.