

Summative Report for Grant #060-2447B-7CCC1

New River Middle School of Broward County

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8/15/2016

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2016-2017 New River 21st Century Community Learning Centers Summative Evaluation

1.0 OVERVIEW AND HISTORY

The purpose of this evaluation is to report the summative 2016-2017, second year findings of the approved 21st Century Community Learning Center (21st CCLC) continuing grant for New River 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 one school, (New River Middle). As shown in Table 1, a total of 184 students were in attendance at least one day during the project reporting period, and 121 students (65.8%) 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
New River	30	133	21	184	0	104	17	121
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 New River Middle regularly participating students were 53.7% male and 46.3% 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*
New River	99	85	0	65	56	0

*DK = Don't Know.

As shown in Table 3, 33.7% of the enrolled New River Middle students were identified as Limited English Proficient (LEP), and 14.1% were identified as having a disability. The percentage of enrolled students identified as qualifying for Free or Reduced Lunch (FRL) was 80.4%.

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*
New River	62	122	0	26	158	0	148	36	0

*DK = Don't Know.

As shown in Table 4, 41.3% of the regularly participating New River Middle students were identified as Limited English Proficient (LEP), and 15.7% were identified as having a disability. The percentage of regularly participating students identified as qualifying for Free or Reduced Lunch (FRL) was 81.8%.

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*
New River	50	71	0	19	102	0	99	22	0

*DK = Don't Know.

As shown in Table 5, most of the enrolled New River Middle students were identified as either Black or African American (43.5%) and Hispanic/Latino (41.8%). For regularly participating students 45.5% were identified as Black or African American while 40.5% identified as Hispanic/Latino.

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
New River	0	0	80	77	23	4	0	0	0	55	49	14	3	0
<i>* Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.</i>														

As shown in Table 6, the distribution of enrolled New River Middle students was 39.1% in grade 6, 37.5% in grade 7, and 23.4% 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
New River	0	0	0	0	0	0	0	72	69	43	0	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 enrolled New River Middle students was 36.4% in grade 6, 39.7% in grade 7, and 24.0% 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
New River	0	0	0	0	0	0	0	44	48	29	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. As shown in Table 8, New River operated during Summer 2016 with 6 weeks of operation at 5 hours per day.

Table 8. School Year 2016 Summer Operation.

Site Name	Total number of <u>weeks</u> THIS site was open:	Typical number of <u>days per week</u> THIS site was open:	Typical number of <u>hours per week</u> THIS site was open on:		
			Weekdays	Weekday Evenings	Weekends
New River	5	4	20	-	-

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 9 this Broward middle school afterschool program (New River) ran 1.83 hours per day and 5 days per week.

Table 9. School Year 2016-17 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
New River	35	168	5	5	0	9.17	0	169	0	168	0

4.0 STAFF CHARACTERISTICS

4.1 Staff Demographics

The Broward County 21st CCLC projects maintained a consistent staff while adhering to their approved budget and staff to student ratios. Based on review of project schedules, certified teachers were utilized in all academic components, as required by FLDOE, for at least one hour per day. For 2016-2017 school year, there were 21 paid staff members and no volunteers at New River Middle School, as shown in Table 10.

Table 10. Regular Staff by Paid and Volunteer Status. New River.

Staff Type	Summer of 2016		2016-2017 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	5	0	15	0
Center administrators and coordinators	1	0	1	0
Other non-teaching school day staff	2	0	3	0
Parents	0	0	0	0
College Students	0	0	0	0
High School Students	0	0	0	0
Community Members	0	0	0	0
Subcontracted Staff	0	0	0	0
Other	1	0	2	0
Total	9	0	21	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

The New River Middle School afterschool program staff received compensation solely from 21st CCLC funds. The afterschool program staff was 81.8% female ($n=18$) and 18.2% male ($n=4$). The

combined staff highest degree earned was 36.4% Masters ($n=8$), 27.3% Bachelors ($n=6$), 9.1% High School/GED ($n=2$), 9.1% Associates ($n=2$), and 18.3% other ($n=4$).

4.3 Students-to-Staff Ratio

Based on 21st CCLC average daily attendance at New River Middle, staffing logs, and site visitation, the afterschool student to staff ratio was approximately 3.8:1. (The ratio of students to certified teachers is 5.3:1).

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 4.6% ($n=1$) for New River with 31.8% ($n=7$) 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 New River Middle School holds a valid State of Florida Professional Educator’s Certificate. All academic instruction was provided by 15 certified teachers at New River Middle School.

5.0 OBJECTIVES AND OUTCOMES

5.1 Objective Assessment 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; 21st CCLC Federal Parent, Teacher, and Student surveys.

Student activities were conducted afterschool, 1.83 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 11 shows each objective, the target success criterion, and activities designed for the successful attainment of each objective.

Table 11. Objectives and Description of Activities.

Objective	Description of Activities
70% of regularly participating students will improve their English/language arts (ELA) as measured by report card grades.	MindWorks Project Based Learning (PBL) Curriculum Resilience Cafe
70% 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
70% of regularly participating students will improve their mathematics as measured by report card grades.	Math Coach Curriculum MindWorks Project Based Learning (PBL) Curriculum Teacher created PBL

70% of regularly participating students will improve their mathematics as measured by state assessment (e.g. FSA).	Math Coach Curriculum MindWorks Project Based Learning (PBL) Curriculum
70% of regularly participating students will improve their science as measured by report card grades.	MindWorks Project Based Learning (PBL) Curriculum Mouse Genetics
70% of regularly participating students will improve their science scores as measured by state assessment (e.g. FSA).	MindWorks Project Based Learning (PBL) Curriculum
80% of participating students will maintain high performance or improve their physical fitness as measured by perceptual survey (student).	California Dairy Council – Deal Me in Afterschool Nutrition Springing into Summer PBL - Crossfit
80% of the regularly participating students will improve their decision-making skills as measured by curriculum-based assessment.	Kids Against Bullying and Violence Activities Everfi Healthy Relationships LEAPS
80% of regularly participating students will report their engagement in career exploration as measured by perceptual survey (student).	Career and College Readiness Activities Partner Presentations Craft Club PBL
65% of adult family member of regularly participating students will improve their involvement in student education as measured by perceptual survey (parent).	Adult Family Member Nights
80% of adult family members will demonstrate their involvement in student education as measured by perceptual survey (teacher).	Adult Family Member Nights

5.2 Data Collection Methods

New River Middle administration signed and executed a data sharing agreement provided by 21st 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 21st 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, 70% 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 10, 78.8% of regularly participating New River Middle students met this expectation, thus the objective was met.

Table 12. Language Arts Grades – New River 21st CCLC.

Qtr. 1 LA Grades	Qtr. 4 Language Arts Grades								Total for Qtr. 1
	A	B+	B	C+	C	D+	D	F	
A	36 (30.5)	4 (3.4)	12 (10.2)	2 (1.7)	1 (0.8)	0 (0.0)	1 (0.8)	0 (0.0)	56 (47.5)
B+	5 (4.2)	2 (1.7)	2 (1.7)	0 (0.0)	5 (4.2)	0 (0.0)	0 (0.0)	0 (0.0)	14 (11.9)
B	7 (5.9)	6 (5.1)	12 (10.2)	1 (0.8)	8 (6.8)	0 (0.0)	1 (0.8)	0 (0.0)	35 (29.7)
C+	0 (0.0)	2 (1.7)	2 (1.7)	2 (1.7)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	6 (5.1)
C	0 (0.0)	0 (0.0)	2 (1.7)	1 (0.8)	2 (1.7)	0 (0.0)	1 (0.8)	0 (0.0)	6 (5.1)
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)	1 (0.8)	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.8)
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	48 (40.7)	14 (11.9)	30 (25.4)	6 (5.1)	17 (14.4)	0 (0.0)	3 (2.5)	0 (0.0)	118 (100.0)

2. Objective 2: The performance objective for math was stated as follows, “By the end of the program year, 75% of regularly participating students will improve their English/language arts (ELA) as measured by state assessment (e.g. FSA). The success criterion assigned to this objective was “Maintain an Achievement Level 3 (satisfactory) or higher or improve from a Level 1 or Level 2 to a Level 3 or higher.”

Results for the FSA in language arts for the New River Middle school students showed 43 out of 114 students (37.7%) 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, 70% 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 11, 66.9% of regularly participating New River Middle students met this expectation, thus the objective was met.

Table 13. Math Grades - New River 21st CCLC.

Qtr. 1 Math Grades	Qtr. 4 Math Grades								Total for Qtr. 1
	A	B+	B	C+	C	D+	D	F	
A	11 (9.3)	2 (1.7)	3 (2.5)	1 (0.8)	1 (0.8)	0 (0.0)	1 (0.8)	0 (0.0)	19 (16.1)
B+	6 (5.1)	2 (1.7)	5 (4.2)	1 (0.8)	2 (1.7)	0 (0.0)	0 (0.0)	0 (0.0)	16 (13.6)
B	9 (7.6)	4 (3.4)	13 (11.0)	6 (5.1)	8 (6.8)	0 (0.0)	1 (0.8)	0 (0.0)	41 (34.7)
C+	1 (0.8)	3 (2.5)	2 (1.7)	1 (0.8)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	7 (5.9)
C	3 (2.5)	1 (0.8)	9 (7.6)	0 (0.0)	4 (3.4)	0 (0.0)	5 (4.2)	1 (0.8)	23 (19.5)
D+	0 (0.0)	0 (0.0)	1 (0.8)	0 (0.0)	1 (0.8)	1 (0.8)	0 (0.0)	0 (0.0)	3 (2.5)
D	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	2 (1.7)	0 (0.0)	4 (3.4)	2 (1.7)	8 (6.8)
F	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.8)	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.8)
Total for Qtr. 4	30 (25.4)	12 (10.2)	33 (28.0)	9 (7.6)	19 (16.1)	1 (0.8)	11 (9.3)	3 (2.5)	118 (100.0)

4. Objective 4: The performance objective for math was stated as follows, “By the end of the program year, 75% of regularly participating students will improve their mathematics as measured by state assessment (e.g. FSA). The success criterion assigned to this objective was “Maintain an Achievement Level 3 (satisfactory) or higher or improve from a Level 1 or Level 2 to a Level 3 or higher.”

Results for the FSA in math for the New River Middle school students showed 50 out of 113 students (44.2%) 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, 70% regularly participating students will improve to a satisfactory science 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, 84.7% of regularly participating New River Middle students met this expectation, thus the objective was met.

Table 14. Science - New River 21st CCLC.

Qtr. 1 Science Grades	Qtr. 4 Science Grades								Total for Qtr. 1
	A	B+	B	C+	C	D+	D	F	
A	24 (20.3)	3 (2.5)	2 (1.7)	1 (0.8)	0 (0.0)	0 (0.0)	1 (0.8)	0 (0.0)	31 (26.3)
B+	7 (5.9)	1 (0.8)	5 (4.2)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	13 (11.0)
B	10 (8.5)	7 (5.9)	22 (18.6)	3 (2.5)	4 (3.4)	0 (0.0)	0 (0.0)	1 (0.8)	47 (39.8)
C+	1 (0.8)	1 (0.8)	4 (3.4)	0 (0.0)	1 (0.8)	0 (0.0)	2 (1.7)	0 (0.0)	9 (7.6)
C	3 (2.5)	1 (0.8)	3 (2.5)	2 (1.7)	2 (1.7)	0 (0.0)	1 (0.8)	0 (0.0)	12 (10.2)
D+	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.8)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.8)
D	1 (0.8)	0 (0.0)	1 (0.8)	0 (0.0)	2 (1.7)	0 (0.0)	0 (0.0)	0 (0.0)	4 (3.4)
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)
NG	0 (0.0)	1 (0.8)	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	46 (39.0)	14 (11.9)	37 (31.4)	7 (5.9)	9 (7.6)	0 (0.0)	4 (3.4)	1 (0.8)	118 (100.0)

6. Objective 6: The performance objective for math was stated as follows, “By the end of the program year, 75% of regularly participating students will improve their science as measured by state assessment (e.g. FSA). The success criterion assigned to this objective was “Maintain an Achievement Level 3 (satisfactory) or higher or improve from a Level 1 or Level 2 to a Level 3 or higher.”

Results for the FSA in science for the New River Middle School 8th grade students showed 9 out of 28 students (32.1%) 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 41 of 59 students; thus, 69.5% of students met this objective and the criterion (80%) was approached, but not met.

8. Objective 8: By the end of the program year, 80% of participating students will increase their aerobic fitness as measured by pre-post assessment. The success criterion assigned to this objective was “an increase from baseline”

Post-assessment scores were greater than the pre-assessment scores on nutrition for 42 of 59 students; thus, 71.2% of students met this objective and the criterion (80%) was not met.

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

9. Objective 9: By the end of the program year, 80% of (Middle) participating students will report their engagement in career exploration as measured by perceptual survey (student).

By year’s end, 18 out of 38 middle school students reported they had explored or selected a career; thus, 47.4% of students met this objective and the criterion (80%) was not met.

Goal 4: Enhance Behavior and Problem Solving

10. Objective 10: 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 97 of 112 school students; thus, 86.6% of students met this objective and the criterion (80%) was met.

Goal 5: Increase Parental Involvement

11. Objective 11: By the end of the program year, 65% of participating family members will increase their knowledge (in a specified area) as measured by perceptual survey (parent).

The evaluator created a parent survey to be administered at the close of each parent event. At the conclusion of the 21st CCLC events, parents were asked to complete the evaluative questionnaire. Item 2 on the survey stated, “As a result of attending this workshop/parent event, my skills and knowledge of the topic(s) covered have improved.” The response scale was a 4-point Likert scale (Strongly Agree, Agree, Disagree, Strongly Disagree).

For parents of New River Middle School students, 29 of 29 parents attended two or more Adult Family Night events; thus, 100.0% of parents met this objective and the criterion (65%) was met.

12. Objective 12: By the end of the program year, 80% of participating students [parents] will demonstrate their involvement in student education as measured by perceptual survey (teacher).

Teachers reported parent involvement for New River Middle students through a federal teacher survey. Question #12: “*Have the student's parents become more interested and/or involved in their child's schooling?*” was utilized to ascertain increased involvement. Teachers reported for parents of New River Middle School students, 35 of 45 parents did not need to improve and improved their involvement in their child’s education; thus, 77.7% of parents met this objective and the criterion (80%) was not met.

5.2 Other Findings

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

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

Parent Surveys

Overall, 48 parents completed the parent survey. Most respondents were female (73.5%) and a majority identified their race as African American or Black-Not Hispanic (36.7%), followed by Hispanic (26.5%), then White Non-Hispanic (20.4%). A majority of parents responding indicated they had one child attending the program (78.3%), followed by two children (19.6%), and then three or more children (2.2%). Many parents responding to the parent survey (40.9%) reported they had attended a family night event, and almost all (94.7%) reported the parent nights were beneficial.

When asked about the program as a whole, most parents (100%) were satisfied or very satisfied. Parents were also satisfied or very satisfied with the overall warmth and friendliness of the staff (100%), staff's ability to work with their child (98.0%), and staff's ability to relate well to them as parents (98.0%).

Many parents reported some level of satisfaction with the variety of activities offered to their children (91.8%) and the safety of the program environment (98.0%). A majority of parents also indicated their children were completing their homework (85.4%), and they were progressing academically (79.6%). Socially, parents strongly agreed or agreed their children were learning to get along with others (89.8%) and staying out of trouble because of their child's program participation (93.8%). Most parents (87.8%) agreed or strongly agreed that the program helped them become more involved in their child's education. Overall, many parents (93.8%) felt their children were happy in the program.

Most responding parents reported they would sign their child up in the program again if it were offered next year (91.8%). Given the scenario that program services would no longer be available, many respondents indicated their children would be home alone (43.8%), attend another

afterschool program (33.3%), other (8.3%), cared for by a friend or neighbor (6.3%), cared for by a parent (4.2%), be cared for by another relative (2.1%), or cared for by a sibling (2.1%).

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, STEM, fun topics, talent shows, and family health. The most prevalent program change themes were no changes needed, more homework times, more activities, more games, more academics, more tutoring, expanded hours and better supervision.

Teacher Surveys

Regular school day teacher surveys are a required federal reporting component utilized to ascertain student behavior changes during the regular school day. As such, their 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 58 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 (59.7%), quality of homework turned in (64.9%), improved class participation (68.4%), improvement for volunteerism in the classroom (44.7%), attending class regularly (65.0%), being attentive in class (61.4%), and behaving well in class (64.3%). Teachers also indicated "improved" or "did not need to improve" on academic performance (66.6%), students coming to school motivated to learn (61.4%), getting along well with other students (64.9%), and improvement in student self-efficacy - belief they can do well in school (64.9%). Teachers indicated "improved" or "did not need to improve" on parents' interest and involvement in their child's schooling (42.2%).

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 124 students in 6th through 8th grade completed the survey. As shown in Table 15, 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 had help with their homework.

Table 15. 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?	37 (29.8)	71 (57.3)	16 (12.9)
Did your afterschool program have adults who care about you?	49 (39.5)	62 (50.0)	13 (10.5)
Did you feel safe at your afterschool program?	56 (45.9)	59 (48.4)	7 (5.7)
Did your afterschool program help you get along well with others?	42 (34.1)	64 (52.0)	17 (13.8)
Did your afterschool program help you understand that following rules is important?	55 (44.4)	57 (46.0)	12 (9.7)
Did your afterschool program help you solve problems in a positive way?	46 (37.1)	67 (54.0)	11 (8.9)
Did your afterschool program help you with your homework?	56 (45.5)	58 (47.2)	9 (7.3)
Did your afterschool program help you improve your grades?	50 (40.3)	62 (50.0)	12 (9.7)

Middle school students in 6th thru 8th grade completed an additional 4 scaled items. As shown in Table 16, 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 16. 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 (39.8)	45 (38.1)	14 (11.9)	12 (10.2)
Did your afterschool program help you understand how to make career choices? (middle school only)	42 (35.6)	54 (45.8)	9 (7.6)	13 (11.0)

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)	56 (47.5)	33 (28.0)	6 (5.1)	23 (19.5)
Did your afterschool program help you understand that violence is wrong? (middle school only)	63 (53.4)	34 (28.8)	4 (3.4)	17 (14.4)

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 (55.6%), older sibling (36.3%), friends (42.7%), alone by myself (34.7%). 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 (50.0%), hanging out with friends (54.0%), entertainment activities – such as watching TV (75.8%), activities planned by adults (47.6%), helping out around the house (46.0%), studying or working on homework (58.9%), and working at a job (12.1%), volunteering in my neighborhood (12.9%).

5.5 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 17, Broward County Public Schools provided large contributions in facilities and personnel to service the centers, along with financial support for center overhead and professional development for project personnel.

Table 17. Partnerships and Sub-Contracts.

Agency Name	Type of Organization	Sub-Contractor (Yes/No)	Type of Service Provided
Broward Education Foundation	OTH	No	Financial Support for tutoring, mentoring, and service delivery
USDA National School Lunch Program	OTH	No	Afterschool Dinner and Snack
Dr. John Enger	FPO	Yes	Evaluation Services
New River 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
Ritz-Carlton	OTH	No	Provide college and career readiness skills weekly.
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.

6.2. New Partners

New partners identified during the 2016-17 project year were the Ritz-Carlton, Keiser University, Nova Southeastern University, and the Broward County Environmental Protection and Growth Management Department. These partners were secured to supplement Career and College Readiness activities.

6.3. Partner Upkeep

A dedicated staff member was assigned to work with all local partners within the District to keep abreast of project needs and achievements. Center level administrative staff kept detailed student attendance logs to ensure proper snack/dinner counts were available to support the USDA Afterschool Dinner and Snack program required documentation.

6.4 Partner Contributions

Each center location offered access afterschool to the appropriate facilities needed for implementation of the program to include: classrooms, cafeterias, gymnasiums, computer labs, and libraries.

The dedicated staff member met with the Broward Education Foundation to quarterly to ensure that items such as supplies, support materials, and non-federally funded items were covered within each District program. Program administration was provided direct funding and access to mini-grant applications to support need areas. It is estimated that the BEF provided \$2,000 of support funds to assist the projects with daily operations.

The USDA National School Lunch program was utilized to provide afterschool snacks and dinner at each center location. School Food and Nutrition Services staff provided technical assistance on the proper documentation needed for cost reimbursement of provided snacks and meals.

Finally, African Ancestry provided in-kind assistance for the continued implementation of the Ultimate Selfie PBL curriculum purchased during the 2016-17 project year. Staff continued to use their expertise to facilitate the successful implementation of this learning activity.

7.0 LESSONS LEARNED AND RECOMMENDATIONS

21st CCLC program impact

- Students served in the New River Middle afterschool program were afforded a very positive learning environment in contrast to many of these students being left home alone during these afterschool hours.
- The 21st CCLC afterschool program was successful in the New River Middle 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 at New River Middle.

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.
- The New River Middle 21st CCLC afterschool program students were pleasant and polite.
- The New River Middle facility is spacious, huge.
- The New River Middle recruitment poster located in the front office is an effective communication and recruiting tool.
- The club options are diverse and have proven interesting to the students at New River Middle.
- The New River Middle Parent Advisory Group is an excellent concept and appears to work in the way it was intended.

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 New River Middle program should work hard this year to gather much more complete parent event data.
3. The physical fitness, nutrition, and social emotional programming curricula need be better defined, overseen, and reported.
4. The New River Middle afterschool program personnel should continue interacting with regular school day academic teachers to ensure the afterschool program is aligned with the regular school day.
5. With the given New River Middle schedule, it is difficult to derive how this curriculum and these activities match the expectations as mandated in the grant.

6. The Sea S.T.A.R.S. poster is an excellent idea in communicating about the New River Middle program and use as a recruitment tool. This idea could be shared with other BCPS 21st CCLC programs.
7. Club options are quite varied throughout the BCPS 21st CCLC programs. The options at New River Middle might yield a favorable glance at other programs, too.
8. The anticipated success of the Parent Advisory Group will make the New River Middle 21st CCLC program attractive as a resource to the other BCPS programs.