

# **Summative Report for Grant #060-2447B-7CCC7**

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## **North Fork and Walker Elementary Schools of Broward County**

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# **2016-2017 North Fork and Walker Elementary 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, fifth year findings of the approved 21st Century Community Learning Center (21<sup>st</sup> CCLC) continuing grant for North Fork Elementary School and Walker Elementary School. The project is funded by a multi-year grant from the 21st CCLC Program through the Florida Department of Education, Bureau of Family and Community Outreach. The grant reporting period covered in this report is from the summer of 2016 through July 31, 2017.

Agencies receiving this award are required to establish or expand 21<sup>st</sup> CCLC programs that provide at-risk students opportunities for academic enrichment, personal enrichment, and complement students' standard academic programs. The 21<sup>st</sup> CCLC program also engages adult family members of actively participating students through educational and personal development opportunities. The 21<sup>st</sup> 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

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was for two elementary schools (North Fork and Walker). As shown in Table 1, a total of 216 students were in attendance at least one day during the project reporting period, and 144 students participated 30 or more days. Overall, 66.7% of the enrolled elementary 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>North Fork</b>	47	88	18	<b>153</b>	0	64	18	<b>82</b>
<b>Walker</b>	0	63	0	<b>63</b>	0	62	0	<b>62</b>
<b>Total</b>	47	151	18	<b>216</b>	0	126	18	<b>144</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 North Fork and Walker regularly participating students were 52.1% male and 47.9% 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*
<b>North Fork</b>	82	71	0	42	40	0
<b>Walker</b>	34	29	0	33	29	0
<b>Total</b>	116	100	0	75	69	0

\*DK = Don't Know.

As shown in Table 3, 1.4% of the enrolled North Fork and Walker elementary students were identified as Limited English Proficient (LEP), and 5.6% were identified as having a disability.

The percentage of enrolled students identified as qualifying for Free or Reduced Lunch (FRL) was 88.9%.

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

Site Name	Limited English Proficient			Identified with Disability			Free or Reduced-Price Lunch		
	Yes	No	DK*	Yes	No	DK*	Yes	No	DK*
<b>North Fork</b>	0	153	0	4	149	0	136	4	13
<b>Walker</b>	3	60	0	8	55	0	56	0	7
<b>Total</b>	3	213	0	12	204	0	192	4	20

\*DK = Don't Know.

As shown in Table 4, 2.1% of the regularly participating North Fork and Walker elementary students were identified as Limited English Proficient (LEP), and 6.3% were identified as having a disability. The percentage of regularly participating students identified as qualifying for Free or Reduced Lunch (FRL) was 86.8%.

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

Site Name	Limited English Proficient			Identified with Disability			Free or Reduced-Price Lunch		
	Yes	No	Yes	Yes	No	DK*	Yes	No	DK*
<b>North Fork</b>	0	82	0	1	81	0	70	4	8
<b>Walker</b>	3	59	0	8	54	0	55	0	7
<b>Total</b>	3	141	0	9	135	0	125	4	15

\*DK = Don't Know.

As shown in Table 5, most of the enrolled North Fork and Walker elementary students were identified as Black or African American (96.3%), and for regularly participating students 95.1% 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>North Fork</b>	0	0	146	3	2	0	2	0	0	76	3	1	0	2
<b>Walker</b>	0	0	62	0	0	0	1	0	0	61	0	0	0	1
<b>Total</b>	0	0	208	3	2	0	3	0	0	137	3	1	0	3
<i>* Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.</i>														

As shown in Table 6, the distribution of enrolled North Fork and Walker students was 26.9% in grade 3, and 34.3% in grade 4, 35.2% in grade 5, and 3.7% in grade 6.

**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
<b>North Fork</b>	0	0	0	0	37	50	59	7	0	0	0	0	0	0
<b>Walker</b>	0	0	0	0	21	24	17	1	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	58	74	76	8	0	0	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 regularly participating North Fork and Walker students was 27.1% in grade 3, 41.7% in grade 4, 30.6% in grade 5 and, 0.7 in grade six.

**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
<b>North Fork</b>	0	0	0	0	19	36	27	0	0	0	0	0	0	0
<b>Walker</b>	0	0	0	0	20	24	17	1	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	39	60	44	1	0	0	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>														

### **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. As shown in Table 8, North Fork Elementary operated during Summer 2016 with 5 weeks of operation at 4 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:		
			Weekdays	Weekday Evenings	Weekends
North Fork	5	4	16	-	-
Walker	-	-	-	-	-

#### **3.2 School Year: 2016-17 Operation**

Program guidance states that each elementary center must operate a minimum of (12) afterschool hours per week. Overall, as shown in Table 9 these Broward elementary school afterschool programs (North Fork and Walker) ran 3 hours per day and 5 days per week. The 15 hours per week met (exceeded) the minimum requirement per week.

**Table 9. School Year 2016-2017 Operation.**

Site Name	Total # <b>weeks</b> THIS site was open	Total # <b>days</b> THIS site was open	Typical # <b>days per week</b> THIS site was open	Typical # <b>hours per week</b> THIS site was open				Total # <b>days</b> THIS site operated			
				Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends/ Holidays
North Fork	34	164	5	-	-	15	-	-	-	164	-
Walker	36	170	5	-	-	15	-	-	-	170	-

## **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 16 paid staff members and no volunteers at North Fork Elementary School, as shown in Table 10. There were 19 paid staff members and no volunteers at Walker Elementary School, as shown in Table 11.

**Table 10. Regular Staff by Paid and Volunteer Status - North Fork.**

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	11	0
Center administrators and coordinators	0	0	2	0
Other non-teaching school day staff	1	0	1	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
<b>Total</b>	<b>7</b>	<b>0</b>	<b>16</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.

**Table 11. Regular Staff by Paid and Volunteer Status – Walker.**

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)	0	0	17	0
Center administrators and coordinators	0	0	2	0
Other non-teaching school day staff	0	0	0	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	0	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>19</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 schools (North Fork and Walker) afterschool program staff received compensation solely from 21<sup>st</sup> CCLC funds. The afterschool program staff was 74.3% female ( $n=26$ ) and 25.7% male ( $n=9$ ). The combined staff highest degree earned was 60.0% Bachelors ( $n=8$ ), 22.9% Masters ( $n=8$ ), 5% Doctorate ( $n=1$ ), 2.9% Associates degree ( $n=1$ ). 2.9% High School Diploma/GED, 11.4% Other ( $n=4$ )

## **4.3 Students-to-Staff Ratio**

Based on 21<sup>st</sup> CCLC average daily attendance at North Fork Elementary, staffing logs, and site visitation, the afterschool student to staff ratio was approximately 3.4:1. (The ratio of students to certified teachers is 5:1). Based on average daily attendance at Walker Elementary School, staffing logs, and site visitation, the afterschool student to staff ratio was approximately 2.2:1. (The ratio of students to certified teachers is 2.4:1). It should be noted that at each of these centers teachers work on alternate days; thus, the student to staff (teacher) ratio is misleading when based on the total.

## **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 concerning 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.

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, 21<sup>st</sup> 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 21<sup>st</sup> CCLC project year was estimated at zero for North Fork Elementary School with 14.3% ( $n=2$ ) of staff members stating they "Don't Know" if they replaced a staff member. There was also no turnover estimated at Walker Elementary School with 31.6% ( $n=6$ ) 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 North Fork Elementary School holds a valid State of Florida Professional Educator's Certificate. All academic instruction was provided by these 11 certified teachers at North Fork Elementary School.

Each of the 21<sup>st</sup> CCLC teaching staff at Walker Elementary School holds a valid State of Florida Professional Educator's Certificate. All academic instruction was provided by 17 certified teachers at Walker Elementary 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; 2016-2017 Summative Evaluation Report – North Fork Elementary and Walker Elementary

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.	MindWorks Project Based Learning (PBL) Curriculum Safari Tour Guide PBL My School, My Castle Historical Famous Figures
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 Drop Me off In Harlem: Harlem Renaissance
75% of regularly participating students will improve their mathematics as measured by report card grades.	Math Coach Curriculum MindWorks Project Based Learning (PBL) Curriculum
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) Curriculum
75% of regularly participating students will improve their science as measured by report card grades.	MindWorks Project Based Learning (PBL) Curriculum Solar System PBL
75% of regularly participating students will improve their science scores as measured by state assessment (e.g. FSA).	MindWorks Project Based Learning (PBL) Curriculum
75% 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 Nature Nutrients PBL
75% of regularly participating students will maintain high performance or improve their cultural awareness as measured by pre-post assessment.	African Ancestry - The Ultimate Selfie PBL Kids Against Bullying and Violence Activities Character Counts LEAPS

75% of the regularly participating students will maintain high performance or improve their conduct grades as measured by report cards.	African Ancestry - The Ultimate Selfie PBL Kids Against Bullying and Violence Activities Character Counts LEAPS
50% of adult family members of regularly participating students will attend at least one family event.	Adult Family Member Nights
50%) of parents participating in the Center activities will report them to be beneficial, enjoyable, and of high quality as evidenced by federal parent surveys and parent night sign in sheets.	Adult Family Member Nights
50% of adult family members will report increased knowledge on topics presented.	Adult Family Member Nights

## 5.2 Data Collection Methods

Rock Island Elementary School and Thurgood Marshal Elementary 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, 60.0% of regularly participating North Fork and Walker Elementary students met this expectation, thus the objective was not met.

**Table 13. Language Arts Grades – North Fork and Walker 21st CCLC.**

Qtr. 1 LA Grades	Qtr. 4 Language Arts Grades					Total for Qtr. 1
	A	B	C	D	F	
A	8 (6.7)	5 (4.2)	0 (0.0)	0 (0.0)	0 (0.0)	13 (10.8)
B	10 (8.3)	24 (20.0)	9 (7.5)	0 (0.0)	0 (0.0)	43 (35.8)
C	1 (0.8)	15 (12.5)	28 (23.3)	5 (4.2)	0 (0.0)	49 (40.8)
D	0 (0.0)	0 (0.0)	9 (7.5)	3 (2.5)	1 (0.8)	13 (10.8)
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)	2 (1.7)	0 (0.0)	0 (0.0)	2 (1.7)
Total for Qtr. 4	19 (15.8)	44 (36.7)	48 (40.0)	8 (6.7)	1 (0.8)	120 (100.0)

2. Objective 2: The performance objective for math was stated as follows, “By the end of the program year, 75% of regularly participating students will improve their English/language arts (ELA) as measured by state assessment (e.g. FSA). The success criterion assigned to

this objective was “Maintain an Achievement Level 3 (satisfactory) or higher or improve from a Level 1 or Level 2 to a Level 3 or higher.”

Results for the FSA in language arts for the elementary school students showed 36 out of 133 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 14, 43.3% of regularly participating North Fork and Walker Elementary students met this expectation, thus the objective was not met.

**Table 14. Math Grades – North Fork and Walker 21st CCLC.**

Qtr. 1 Math Grades	Qtr. 4 Math Grades					Total for Qtr. 1
	A	B	C	D	F	
A	9 (7.5)	7 (5.8)	1 (0.8)	0 (0.0)	0 (0.0)	17 (14.2)
B	8 (6.7)	12 (10.0)	13 (10.8)	3 (2.5)	0 (0.0)	36 (30.0)
C	0 (0.0)	10 (8.3)	36 (30.0)	3 (2.5)	2 (1.7)	51 (42.5)
D	0 (0.0)	2 (1.7)	3 (2.5)	3 (2.5)	4 (3.3)	12 (10.0)
F	0 (0.0)	0 (0.0)	1 (0.8)	0 (0.0)	1 (0.8)	2 (1.7)
NG	0 (0.0)	0 (0.0)	1 (0.8)	1 (0.8)	0 (0.0)	2 (1.7)
Total for Qtr. 4	17 (14.2)	31 (25.8)	55 (45.8)	10 (8.3)	7 (5.8)	120 (100.0)

4. **Objective 4:** The performance objective for math was stated as follows, “By the end of the program year, 75% of regularly participating students will improve their mathematics as measured by state assessment (e.g. FSA). The success criterion assigned to this objective

was “Maintain an Achievement Level 3 (satisfactory) or higher or improve from a Level 1 or Level 2 to a Level 3 or higher.”

Results for the FSA in math for the elementary school students showed 20 out of 133 students (15.0%) scored a level 3 or above; thus, the success criterion for this objective (75%) was not met.

5. Objective 5: The performance objective for science was stated as follows, “By the end of the program year, 75% of the regularly participating students will maintain high performance or improve their science as measured by report card grades.” The success criterion assigned to this objective was “maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents).”

As shown in Table 15, 57.5% of regularly participating North Fork and Walker Elementary students met this expectation, thus the objective was not met.

**Table 15. Science – North Fork and Walker 21st CCLC.**

Qtr. 1 Science Grades	Qtr. 4 Science Grades					Total for Qtr. 1
	A	B	C	D	F	
A	8 (6.7)	3 (2.5)	0 (0.0)	0 (0.0)	1 (0.8)	12 (10.0)
B	11 (9.2)	18 (15.0)	9 (7.5)	1 (0.8)	1 (0.8)	40 (33.3)
C	3 (2.5)	18 (15.0)	19 (15.8)	2 (1.7)	3 (2.5)	45 (37.5)
D	1 (0.8)	1 (0.8)	5 (4.2)	8 (6.7)	0 (0.0)	15 (12.5)
F	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.8)	5 (4.2)	6 (5.0)
NG	0 (0.0)	1 (0.8)	1 (0.8)	0 (0.0)	0 (0.0)	2 (1.7)
Total for Qtr. 4	23 (19.2)	41 (34.2)	34 (28.3)	12 (10.0)	10 (8.3)	120 (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 elementary school 5<sup>th</sup> grade students showed 9 out of 46 students (19.7%) 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, 75% of participating students will maintain high performance or improve their physical fitness as measured by perceptual survey (student). The success criterion assigned to this objective was “an increase from baseline”

Post assessment scores were greater than the pre-assessment scores on physical fitness knowledge for 85 of 95 elementary students; thus, 89.5% of students met this objective and the criterion (80%) was met.

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

8. Objective 8: By the end of the program year, 75% of regularly participating students will maintain high performance or improve their cultural awareness as measured by pre-post assessment. The success criterion assigned to this objective was “an increase from baseline and/or maintenance of a B or better.”

Post-cultural awareness scores were greater than pre-cultural awareness scores or cultural awareness scores were maintained at a “B” or better level for 108 of 126 elementary school students; thus, 85.7% of students met this objective and the criterion was met.

9. Objective 9: By the end of the program year, 75% of the regularly participating students will maintain high performance or improve their conduct grades as measured by report cards. 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).”

Post-conduct scores were greater than pre-conduct scores or conduct scores were maintained at a “B” or better level for 101 of 126 elementary school students; thus, 80.2% of students met this objective and the criterion was met.

#### ***Goal 4: Increase Parental Involvement***

10. Objective 10: By the end of the program year, 50% of adult family members will report increased knowledge on topics presented.

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). Parent knowledge surveys were provided for 16 parents of regularly participating students, thus, 100.0% of parent of regularly participating students met this objective and the criterion was met.

11. Objective 11: By the end of the program year, Fifty percent (50%) of parents participating in the Center activities will report them to be beneficial, enjoyable, and of high quality as evidenced by federal parent surveys and parent night sign in sheets.

Parent surveys results were provided electronically from the FLDOE 21<sup>st</sup> CCLC statewide evaluation unit and utilized to measure parent satisfaction. Question #1 of the survey: *How satisfied are you with the afterschool program as a whole* was utilized to demonstrate increased satisfaction. Parent survey results reviewed indicated ( $n=78$ ) surveys were completed for regularly participating students. Parent responses to this item were recorded on a 5-point scale from 1=Very Satisfied to 5=Very Unsatisfied, with a score of 6=Not Applicable. Compiling the data, 55 parents responded very satisfied and 23 satisfied. This objective was met with 97.5% of responding parents reported being satisfied with the program as a whole.

12. Objective 12: By the end of the program year, 50% of adult family members of regularly participating students will attend at least one family event.

Parent night events were facilitated monthly from October 2016 to May 2017. Sign-in sheets and agendas were available for review from the FLDOE deliverables website and indicated the following 6 events occurred throughout the project year:

- Family Literacy Night (Batty Bingo) – Walker (October 2016)
- Family Literacy Night – North Fork (October 2016)
- Family Literacy Night (Barnes and Noble) – Walker (November 2016)

- Family Fun Night (Magnobrain Games)– Walker (March 2017)
- Family Night (Are You Above the Influence) – Walker (March 2017)
- Family Night (Program Showcase) – Walker (May 2017)

Parent participation rosters indicated that 27 unduplicated parents attended one or more events. These parents represent 18.8% of regularly participating students. Since the objective assessment threshold was 50%, this objective 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 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, 80 parents completed the parent survey. Most respondents were female (64.1%) and a majority identified their race as African American or Black-Not Hispanic (85.5%), followed by Biracial/Multiracial (6.6%), then Hispanic (5.3%). A majority of parents responding indicated they had one child attending the program (59.5%), followed by two children (28.4%), and then three or more children (12.2%). Many parents responding to the parent survey (73.7%) reported they had attended a family night event, and almost all (93.0%) reported the parent nights were beneficial.

When asked about the program as a whole, most parents (97.5%) 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 (97.5%), and staff's ability to relate well to them as parents (100%).

Many parents reported some level of satisfaction with the variety of activities offered to their children (97.5%) and the safety of the program environment (100%). A majority of parents also indicated their children were completing their homework (93.8%), and they were progressing academically (91.3%). Socially, parents strongly agreed or agreed their children were learning to get along with others (96.1%) and staying out of trouble because of their child's program participation (97.5%). Most parents (94.9%) agreed or strongly agreed that the program helped them become more involved in their child's education. Overall, many parents (96.3%) 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 (98.7%). Given the scenario that program services would no longer be available, many respondents indicated their children would attend another afterschool program (23.4%), home alone (20.8%), cared for by a sibling (15.6%), other (13.0%), cared for by a friend or neighbor (11.7%), be cared for by another relative (9.1%), or be cared for by a parent (6.5%).

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

### **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 70 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 (98.6%), quality of homework turned in (98.6%), improved class participation (97.1%), improvement for volunteerism in the classroom (91.1%), attending class regularly (98.6%), being attentive in class (100%), and behaving well in class (98.5%). Teachers also

indicated “improved” or “did not need to improve” on academic performance (97.1%), students coming to school motivated to learn (100%), getting along well with other students (98.5%), and improvement in student self-efficacy - belief they can do well in school (98.6%). Teachers indicated “improved” or “did not need to improve” on parents’ interest and involvement in their child’s schooling (72.4%).

### 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 138 students in 1st through 5th grade completed the survey. As shown in Table 16, each of the eight aspects related to their program was viewed in a very positive light. The items with the most positive responses were the items indicating students feel there are adults within the program who care about them and the program helps them in understanding that following rules is important.

**Table 16. 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?	106 (79.1)	25 (18.7)	3 (2.2)
Did your afterschool program have adults who care about you?	114 (85.1)	15 (11.2)	5 (3.7)
Did you feel safe at your afterschool program?	105 (78.4)	17 (12.7)	12 (9.0)
Did your afterschool program help you get along well with others?	76 (56.7)	46 (34.3)	12 (9.0)
Did your afterschool program help you understand that following rules is important?	114 (85.7)	16 (12.0)	3 (2.3)
Did your afterschool program help you solve problems in a positive way?	100 (74.6)	31 (23.1)	3 (2.2)
Did your afterschool program help you with your homework?	105 (78.4)	19 (14.2)	10 (7.5)
Did your afterschool program help you improve your grades?	99 (73.9)	25 (18.7)	10 (7.5)

### 5.3 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.**

<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
North Fork Elementary School	SD	No	Facilities
Walker Elementary 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
Nexsplore	OTH	Yes	Provide wellness and fitness to students weekly.
Magnobrain	OTH	Yes	Provided family nights and literacy curriculum support to sites.

### **6.2. New Partners**

New partners identified during the 2016-17 project year were Nexsplore and Magnobrain. Magnobrain was utilized to complement Adult Family Nights and student literacy. Nexsplore was implemented to supplement student wellness and fitness.

### **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 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.

## **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 elementary schools in complementing and supporting regular school day instruction with alternative (generally project based) learning curriculum and activities.
- Good behavior and constructive instruction in academic and social growth was observed.

### ***Lessons Learned***

- There is a relaxed and respectful feel in the 21<sup>st</sup> CCLC afterschool program at North Fork Elementary School. The students are not hyper, but interested and engaged. The teachers and the Site Coordinator are low key and responsive to the students. This has resulted in the relaxed and respectful environment.
- The North Fork Elementary School afterschool program acted on a recommendation from last year – and now has the 21<sup>st</sup> CCLC afterschool program prominently displayed in the school on a bulletin board in the cafeteria.

- North Fork Elementary School students seemed to enjoy each of the clubs that were observed (Art, Dance, Technology). That students can choose the club to attend and then pick another one at mid-term seems to be a structure that works well.
- It appears that the North Fork Elementary School afterschool program has done well in attracting qualified and insightful teachers who work well in delivering the curriculum and who interact well with the students.
- The North Fork Elementary School reading-math-writing curriculum minutes are well-defined and probably extended markedly by time at the computer spent by students in the Technology Club.
- The Walker Elementary School students are well-behaved, and appeared interested and engaged in various class activities.
- The Walker Elementary School schedule is well laid out and clear.
- The Walker Elementary School Co-Site Coordinators split their days M-W-F and Tu-Th. This seems to work well for them and they can cover for each other if anything unforeseen comes up.
- The Walker Elementary School teachers all seem very knowledgeable about the teaching process, and are doing a fair to good job in keeping the students engaged.
- Although the Walker Elementary School afterschool program began the year with six certified teachers, due to teacher burnout only three remain. This presents a double burden on these three teachers; hopefully, they don't succumb to the same fatigue experienced by the teachers who have left the program. Realizing the 21<sup>st</sup> CCLC teachers have already taught a full school day, commitment to additional teaching hours must be measured by the rewards (financial, professional, and administrative support).
- The Walker Elementary School afterschool program is well supported with five teaching assistants, who hold similar positions during the regular school day.
- There is no 21<sup>st</sup> CCLC visibility at Walker Elementary School, such as posters, bulletin boards, and examples of student work and activities.

### ***Recommendations***

1. Although the bulletin board in the cafeteria is nice recognition of the North Fork Elementary program, explanations would be helpful in describing the activities the students

are participating in. This addition would be helpful as a recruitment tool, and in showing both the School community and parents these aspects of the program.

2. The current club ideas are working well this school year. Clubs offered in other 21<sup>st</sup> CCLC afterschool programs throughout the District might be looked at and provide additional ideas to incorporate in a future grant submission.
3. Since this program is completing its fifth year and not eligible for additional 21<sup>st</sup> CCLC funding, the administration is encouraged to pursue other avenues to sustain the program.