

**Summative Report for  
Grant #060-2447B-7CCC9**

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**North Side Elementary Schools and Plantation  
Elementary Schools of Broward County**

**Project Director – Tresha Fletcher**

**Compiled by Dr. John Enger**

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## **2016-2017 North Side and Plantation 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, first year findings of the approved 21st Century Community Learning Center (21<sup>st</sup> CCLC) continuing grant for North Side and Plantation Elementary Schools. 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, 2016.

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, North Side and Plantation elementary schools. As shown in Table 1, a total of 204 students were in attendance at least one day during the project reporting period, and 191 students participated 30 or more days. Overall, 93.6% of the enrolled students (North Side and Plantation) 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 Side</b>	0	112	0	<b>112</b>	0	101	0	<b>101</b>
<b>Plantation</b>	0	92	0	<b>92</b>	0	90	0	<b>90</b>
<b>Total</b>	0	204	0	<b>204</b>	0	191	0	<b>191</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 students (North Side and Plantation) were 49.5% male and 50.1% 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 Side</b>	49	63	0	44	57	0
<b>Plantation</b>	52	40	0	52	38	0
<b>Total</b>	101	103	0	96	95	0

\*DK = Don't Know.

As shown in Table 3, 31.9% of the enrolled students (North Side and Plantation) were identified as Limited English Proficient (LEP), and 1.5% were identified as having a disability. The percentage of enrolled students identified as qualifying for Free or Reduced Lunch (FRL) was 100% at North Side and Plantation.

**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 Side</b>	43	69	0	1	111	0	112	0	0
<b>Plantation</b>	22	70	0	2	90	0	92	0	0
<b>Total</b>	65	139	0	3	201	0	204	0	0

\*DK = Don't Know.

As shown in Table 4, 31.4% of the regularly participating students (North Side and Plantation) were identified as Limited English Proficient (LEP), and 1.6% were identified as having a disability. The percentage of regularly participating students identified as qualifying for Free or Reduced Lunch (FRL) was 100% at North Side and Plantation.

**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 Side</b>	39	62	0	1	100	0	101	0	0
<b>Plantation</b>	21	69	0	2	88	0	90	0	0
<b>Total</b>	60	131	0	3	188	0	191	0	0

\*DK = Don't Know.

As shown in Table 5, most of the enrolled students (North Side and Plantation) were identified as Black or African American (91.7%), and for regularly participating students 91.1% 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 Side</b>	0	0	109	2	1	0	0	0	0	98	2	1	0	0
<b>Plantation</b>	0	6	78	5	2	1	0	0	6	76	5	2	1	0
<b>Total</b>	0	6	187	7	3	1	0	0	6	174	7	3	1	0
	<i>* Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.</i>													

As shown in Table 6, the distribution of enrolled students (North Side and Plantation) was 34.8% in grade 3, 28.9% in grade 4, and 36.3% in grade 5.

**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>North Side</b>	0	0	0	0	37	33	42	0	0	0	0	0	0	0
<b>Plantation</b>	0	0	0	0	34	26	32	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	71	59	74	0	0	0	0	0	0	0

*\* Grade levels are exclusive, as students can only be in one grade level. The total number of students where grade level is unknown are not indicated, but can be derived from this table.*

As shown in Table 7, the distribution of regularly participating students (North Side and Plantation) was 32.8% in grade 3, 27.9% in grade 4, and 32.8% in grade 5.

**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>North Side</b>	0	0	0	0	35	31	35	0	0	0	0	0	0	0
<b>Plantation</b>	0	0	0	0	32	26	32	0	0	0	0	0	0	0
<b>Total</b>	0	0	0	0	67	57	67	0	0	0	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 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, neither program was in operation.

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

Program guidance states that each elementary center must operate a minimum of twelve (12) afterschool hours per week and each middle/high center must operate a minimum of 9 hours per week. Overall, as shown in Table 8 these Broward afterschool programs run either 12 hours per

week (2.5 hours per day and 5 days per week) or 15 hours per week (3 hours per day and 5 days per week).

**Table 8. School Year 2016-2017 Operation.**

Site Name	Total # weeks THIS site was open	Total # days THIS site was open	Typical # days per week THIS site was open	Typical # hours per week THIS site was open				Total # days THIS site operated			
				Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends/ Holidays
<b>North Side</b>	35	166	5	0	0	12.5	0	0	0	166	0
<b>Plantation</b>	35	166	5	0	0	15	0	0	0	166	0

#### **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 8 paid staff members and no volunteers at North Side Elementary School, as shown in Table 9. There were 27 paid staff members and no volunteers at Plantation Elementary Schools, as shown in Table 10.

**Table 9. Regular Staff by Paid and Volunteer Status. North Side**

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	5	0
Center administrators and coordinators	0	0	0	0
Other non-teaching school day staff	0	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	0	0	2	0
<b>Total</b>	<b>0</b>	<b>0</b>	<b>8</b>	<b>0</b>

**Table 10. Regular Staff by Paid and Volunteer Status. Plantation**

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	19	0
Center administrators and coordinators	0	0	0	0
Other non-teaching school day staff	0	0	6	0
Parents	0	0	0	0
College Students	0	0	0	0
High School Students	0	0	0	0
Community Members	0	0	0	0
Subcontracted Staff	0	0	0	0
Other	0	0	2	0
Total	0	0	27	0

<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

A majority of the North Side Elementary and Plantation Elementary afterschool program staff received compensation solely from 21<sup>st</sup> CCLC funds (93.9%) with one staff member paid from multiple sources and another not from 21<sup>st</sup> CCLC funds. The afterschool program staff was 75.8% female ( $n=25$ ) and 24.2% male ( $n=8$ ). The combined staff highest degree earned was 48.5% Bachelors ( $n=16$ ), 21.2% Associates ( $n=7$ ), 21.29% Masters ( $n=7$ ), 6.1% other ( $n=2$ ), and 3.0% Technical ( $n=1$ ),

## 4.3 Students-to-Staff Ratio

Based on 21<sup>st</sup> CCLC average daily attendance at North Side Elementary, staffing logs, and site visitation, the afterschool student to staff ratio was approximately 9.5:1. (The ratio of students to certified teachers is 15.2:1). Based on average daily attendance at Plantation Elementary School, staffing logs, and site visitation, the afterschool student to staff ratio was approximately 2.5:1. (The ratio of students to certified teachers is 3.5:1). 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 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 was estimated at zero for North Side. Turnover was estimated at 44.0% ( $n=11$ ) for Plantation Elementary School with no 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 Side Elementary School holds a valid State of Florida Professional Educator's Certificate. All academic instruction was provided by these 5 certified teachers at North Side Elementary School.

Each of the 21<sup>st</sup> CCLC teaching staff at Plantation Elementary School holds a valid State of Florida Professional Educator's Certificate. All academic instruction was provided by 19 certified teachers at Plantation Elementary School.

## **5.0 Objectives and Outcomes**

### **5.1 Objectives and Activities**

#### ***Goal 1: Improve Student Academic Performance***

1. Objective 1: The performance objective for Language Arts was stated as follows, “By the end of the program year, 50% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.” The success criterion assigned to this objective was “maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents).”

As shown in Table 11, 73.2% of regularly participating students (North Side and Plantation) met this expectation, thus the objective was not met.

**Table 11. Language Arts Grades - North Side and Plantation 21st CCLC.**

Qtr. 1 LA Grades	Qtr. 4 Language Arts Grades					Total for Qtr. 1
	A	B	C	D	F	
A	14 (11.0)	10 (7.9)	0 (0.0)	0 (0.0)	0 (0.0)	24 (18.9)
B	15 (11.8)	19 (15.0)	1 (0.8)	0 (0.0)	0 (0.0)	35 (27.6)
C	4 (3.1)	21 (16.5)	27 (21.3)	3 (2.4)	1 (0.8)	56 (44.1)
D	1 (0.8)	4 (3.1)	4 (3.1)	0 (0.0)	1 (0.8)	10 (7.9)
F	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)	1 (0.8)	0 (0.0)	0 (0.0)	2 (1.6)
Total for Qtr. 4	34 (26.8)	55 (43.3)	33 (26.0)	3 (2.4)	2 (1.6)	127 (100.0)

2. **Objective 2:** The performance objective for math was stated as follows, “By the end of the program year, 50% regularly participating students will improve to a satisfactory mathematics grade or above, or maintain a high grade across the program year.” The success criterion assigned to this objective was “maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents).”

As shown in Table 12, 74.8% of regularly participating students (North Side and Plantation) met this expectation, thus the objective was met.

**Table 12. Math Grades - North Side and Plantation 21st CCLC.**

Qtr. 1 Math Grades	Qtr. 4 Math Grades					Total for Qtr. 1
	A	B	C	D	F	
A	15 (11.8)	6 (4.7)	0 (0.0)	0 (0.0)	0 (0.0)	21 (16.5)
B	17 (13.4)	24 (18.9)	4 (3.1)	0 (0.0)	0 (0.0)	45 (35.4)
C	9 (7.1)	15 (11.8)	23 (18.1)	1 (0.8)	1 (0.8)	49 (38.6)
D	1 (0.8)	2 (1.6)	5 (3.9)	0 (0.0)	1 (0.8)	9 (7.1)
F	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.8)	0 (0.0)	1 (0.8)
NG	0 (0.0)	1 (0.8)	1 (0.8)	0 (0.0)	0 (0.0)	2 (1.6)
Total for Qtr. 4	42 (33.1)	48 (37.8)	33 (26.0)	2 (1.6)	2 (1.6)	127 (100.0)

3. **Objective 3:** The performance objective for science was stated as follows, “By the end of the program year, 50% of the regularly participating students will improve or maintain proficient academic performance in 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 13, 78.7% of regularly participating (North Side and Plantation) students met this expectation, thus the objective was met.

**Table 13. Science - North Side and Plantation 21st CCLC.**

Qtr. 1 Science Grades	Qtr. 4 Science Grades					Total for Qtr. 1
	A	B	C	D	F	
A	13 (10.2)	11 (8.7)	1 (0.8)	0 (0.0)	0 (0.0)	25 (19.7)
B	21 (16.5)	24 (18.9)	8 (6.3)	0 (0.0)	0 (0.0)	53 (41.7)
C	4 (3.1)	21 (16.5)	15 (11.8)	2 (1.6)	0 (0.0)	42 (33.1)
D	0 (0.0)	1 (0.8)	2 (1.6)	0 (0.0)	1 (0.8)	4 (3.1)
F	1 (0.8)	0 (0.0)	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.8)
NG	0 (0.0)	2 (1.6)	0 (0.0)	0 (0.0)	0 (0.0)	2 (1.6)
Total for Qtr. 4	39 (30.7)	59 (46.5)	26 (20.5)	2 (1.6)	1 (0.8)	127 (100.0)

4. Objective 4: The performance objective for grade promotion was stated as follows, “By the end of the program year, 75% of the regularly participating students will achieve promotion based on their performance on the FSA.” The success criterion assigned to this objective was “students achieve an FSA score sufficient to achieve promotion to the fourth grade.”

The success criterion assigned to this objective was not sufficient to measure the stated objective. Promotion to the fourth grade is based on a combination of measures and assessments. For the objective assessment, 3<sup>rd</sup> grade promotion was substituted with 63 of 67 third grade students receiving promotion to the fourth grade; thus, 94.0% of students met this objective and the criterion (75%) was met.

***Goal 2: Improve Awareness of Healthy Behaviors***

5. Objective 5: 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 107 of 135 elementary students; thus, 79.3% of students met this objective and the criterion (80%) was approached, but not met.

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

6. Objective 6: 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 162 of 162 elementary school students; thus, 100.0% of students met this objective and the criterion (80%) was met.

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

7. Objective 7: 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, 29 of 29 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, 97 parents completed the parent survey. Most respondents were female (58.9%) and a majority identified their race as African American or Black-Not Hispanic (82.3%), followed by Hispanic (7.3%), then Biracial/Multiracial (6.3%). A majority of parents responding indicated they had one child attending the program (67.0%), followed by two children (24.5%), and then three or more children (8.5%). Many parents responding to the parent survey (66.7%) reported they had attended a family night event, and almost all (95.2%) reported the parent nights were beneficial.

When asked about the program as a whole, most parents (91.8%) were satisfied or very satisfied. Only one (1.0%) of the survey respondents indicated that they were not satisfied. Parents were also satisfied or very satisfied with the overall warmth and friendliness of the staff (89.9%), staff's ability to work with their child (90.8%), and staff's ability to relate well to them as parents (91.8%).

Many parents reported some level of satisfaction with the variety of activities offered to their children (90.9%) and the safety of the program environment (96.9%). A majority of parents also indicated their children were completing their homework (94.8%), and they were progressing academically (87.8%). Socially, parents strongly agreed or agreed their children were learning to get along with others (84.5%) and staying out of trouble because of their child's program participation (89.2%). Most parents (92.8%) agreed or strongly agreed that the program helped them become more involved in their child's education. Overall, many parents (88.9%) 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 (72.8%). Given the scenario that program services would no longer be available, many respondents indicated their children would attend another afterschool program (25.3%), cared for by a parent (20.2%), home alone (18.2%), be cared for by another relative (14.1%), cared for by a sibling (9.1%), other (8.1%), cared for by a friend or neighbor (5.1%).

### **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 175 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 (85.5%), quality of homework turned in (80.8%), improved class participation (91.3%), improvement for volunteerism in the classroom (76.9%), attending class regularly (93.6%), being attentive in class (93.1%), and behaving well in class (91.3%). Teachers also indicated "improved" or "did not need to improve" on academic performance (86.7%), students coming to school motivated to learn (90.8%), getting along well with other students (92.5%), and improvement in student self-efficacy - belief they can do well in school (91.8%). Teachers indicated "improved" or "did not need to improve" on parents' interest and involvement in their child's schooling (88.9%).

### **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 182 students in 3rd through 5th grade completed the survey. As shown in Table 14, 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 feel an adult cares about them, following rules is important, and they were getting help with their homework.

**Table 14. Student Survey Results.**

Survey Question	☺ Definitely	☹ Somewhat	☹ Not at all
	<i>n</i> (%)	<i>n</i> (%)	<i>n</i> (%)
Did you enjoy the activities in your afterschool program?	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)

### 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 15, Broward County Public Schools provided large contributions in facilities and personnel to service the centers, along with financial support for center overhead and professional development for project personnel. Unfortunately, the partners were not forthcoming in providing assessment data and programs that were subcontracted. This shortcoming is being addressed by the district taking a more active role in gathering this data and implementing these programs.

**Table 15. 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 Side Elementary	SD	No	Facilities
Plantation 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
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 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***

- The Plantation Elementary School students are respectful and quick to respond when notified about any inappropriate behavior.
- The Plantation Elementary School appears to have a well-qualified staff, and they seem pleased to be a part of the 21<sup>st</sup> CCLC afterschool program.

- There appears to be a good match between the Plantation Elementary School afterschool curriculum with that of the regular day program.
- The Plantation Elementary School facility is a spacious and secure environment. It provides a feeling of safety.
- There is a good rotation of Plantation Elementary School teachers with most teaching 3 days one week and 2 days the next. Only one teaches all five days.
- In observing the North Side Elementary students, it is evident that they are excited and actively engaged with the program and staff of the 21<sup>st</sup> CCLC afterschool program at North Side Elementary School.
- There is a 21<sup>st</sup> CCLC program identity at the North Side Elementary School as evidenced by the display at the cafeteria and by a placard at each classroom door the program uses.
- The North Side Elementary afterschool program appears to be well staffed with adequate numbers of teachers and aides to provide instruction and supervision to groups of manageable size.
- The North Side Elementary afterschool program is well organized with both students and staff familiar with the content and procedures.
- Giving the North Side Elementary School students the opportunity to change their “club” activities every 10 weeks empowers both the student and the effectiveness of the program.
- From the North Side Elementary School principal, there appears to be good administrative recognition (admiration) and support for the program.
- The North Side Elementary afterschool program has adequate (good) facilities at its disposal in both number and size.
- Ms. Young is the most organized person I have met of all the people associated with the 21<sup>st</sup> CCLC programs at BCPS. She certainly had a vision, beginning with her being a key instigator for North Side Elementary School getting the program. She is compassionate – just follow her around for a day and observe her interaction with students, teachers, and administration. Having a well-defined program and procedures has translated into a system where students, teachers, and aides know what is expected to have a successful afterschool program.

***Recommendations***

1. It would be helpful if the Plantation Elementary School schedule was more explicit in what is scheduled on which day. Also, judging by days teachers are assigned, there is nothing scheduled for Grades 3 and 4 on Friday.
2. The mechanism to allow North Side Elementary School students to change “club” affiliation every 10 weeks is an attractive option that should be shared with other programs.
3. It seems obvious to this observer that the successes noted in the North Side Elementary School afterschool program, personnel, and activities should be shared (a) with the North Side Elementary School stakeholders, and (b) with other 21<sup>st</sup> CCLC afterschool program stakeholders.