

**Summative Report for
Grant #060-2447B-7CCC3**

**Rock Island and Thurgood Marshall Elementary
Schools of Broward County**

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2016-2017 Rock Island and Thurgood Marshall Elementary 21st Century Community Learning Centers Summative Evaluation

1.0 OVERVIEW AND HISTORY

The purpose of this evaluation is to report the summative 2016-2017 third year findings of the approved 21st Century Community Learning Center (21st CCLC) continuing grant for Rock Island Elementary School and Thurgood Marshall 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 21st CCLC programs that provide at-risk students opportunities for academic enrichment, personal enrichment, and complement students' standard academic programs. The 21st CCLC program also engages adult family members of actively participating students through educational and personal development opportunities. The 21st CCLC programs provide safe environments for students during non-school hours and may have one or multiple centers/sites. Program sites may be located in schools, community facilities, and/or faith-based facilities. Centers must provide a range of high-quality services to support student learning and development, including, but not limited to: tutoring and mentoring, academic enrichment (e.g., homework assistance, reading, math, science, and technology programs), music, art, service learning, character education, physical education and recreational activities, and dropout prevention.

2.0 STUDENT CHARACTERISTICS

2.1 Student Enrollment and Attendance

Federal and state reporting requires the tracking of students in two categories: total enrolled students and regularly participating students. Total enrolled or "enrollment" in the program is categorized by student attendance of at least one day in the 21st CCLC program during the program reporting period. "Regularly participating" is categorized as student attendance of more than 30-days throughout the program reporting period. Student monthly attendance for each center was submitted electronically and aggregated for reporting by component and category. This award

was for two schools, (Rock Island and Thurgood Marshall Elementary). As shown in Table 1, a total of 212 students were in attendance at least one day during the project reporting period, and 204 students (96.2%) 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
Rock Island	0	119	0	119	0	113	0	113
Thurgood Marshall	0	93	0	93	0	91	0	91
Total	0	212	0	212	0	204	0	204

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 Rock Island and Thurgood Marshall regularly participating students were 43.6% male and 56.4% 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*
Rock Island	55	64	0	52	61	0
Thurgood Marshall	38	55	0	37	54	0
Total	93	119	0	89	115	0

*DK = Don't Know.

As shown in Table 3, 13.7% of the enrolled Rock Island and Thurgood Marshall students were identified as Limited English Proficient (LEP), and 1.4% were identified as having a disability.

The percentage of enrolled students identified as qualifying for Free or Reduced Lunch (FRL) was 97.6%.

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*
Rock Island	21	98	0	1	118	0	116	1	2
Thurgood Marshall	8	85	0	2	91	0	91	1	1
Total	29	183	0	3	209	0	207	2	3

*DK = Don't Know.

As shown in Table 4, 13.7% of the regularly participating Rock Island and Thurgood Marshall elementary students were identified as Limited English Proficient (LEP), and 1.5% were identified as having a disability. The percentage of regularly participating students identified as qualifying for Free or Reduced Lunch (FRL) was 97.5%.

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

Site Name	Limited English Proficient			Identified with Disability			Free or Reduced-Price Lunch		
	Yes	No	DK*	Yes	No	DK*	Yes	No	DK*
Rock Island	20	93	0	1	112	0	110	1	2
Thurgood Marshall	8	83	0	2	89	0	89	1	1
Total	28	176	0	3	201	0	199	2	3

*DK = Don't Know.

As shown in Table 5, most of the enrolled Rock Island and Thurgood Marshall elementary students were identified as Black or African American (97.2%), and for regularly participating students 97.1% 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
Rock Island	0	0	113	5	0	0	1	0	0	107	5	0	0	1
Thurgood Marshall	0	0	93	0	0	0	0	0	0	91	0	0	0	0
Total	0	0	206	5	0	0	1	0	0	198	5	0	0	1
<i>* Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.</i>														

As shown in Table 6, the distribution of enrolled Rock Island and Thurgood Marshall Elementary students was 2.4% in grade 1, 8.0% in grade 2, 24.1% in grade 3, and 28.8% in grade 4, 36.3% in grade 5, and 0.4% in grade six.

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
Rock Island	0	0	3	16	25	35	39	1	0	0	0	0	0	0
Thurgood Marshall	0	0	2	1	26	26	38	0	0	0	0	0	0	0
Total	0	0	5	17	51	61	77	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>														

As shown in Table 7, the distribution of regularly participating Rock Island and Thurgood Marshall Elementary students was 2.5% in grade 1, 8.3% in grade 2, 24.5% in grade 3, and 28.4% in grade 4, 35.8% in grade 5, and 0.4% 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
Rock Island	0	0	3	16	25	33	35	1	0	0	0	0	0	0
Thurgood Marshall	0	0	2	1	25	25	38	0	0	0	0	00	0	0
Total	0	0	5	17	50	58	73	1	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 21st CCLC 2016-2017 Request for Application guidelines state that each proposed learning center is required to operate a minimum of “four days per week,” including summer. For the 2016 summer, neither program was in operation.

3.2 School Year: 2016-17 Operation

Program guidance states that each center must operate a minimum of twelve (12) afterschool hours per week. Overall, as shown in Table 8 these Broward afterschool programs run 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
Rock Island	36	172	5	-	-	15	-	-	-	172	-
Thurgood Marshall	36	172	5	-	-	15	-	-	-	172	-

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 15 paid staff members and no volunteers at Rock Island Elementary School, as shown in Table 9. There were 15 paid staff members and no volunteers at Thurgood Marshall Elementary School, as shown in Table 10.

Table 9. Regular Staff by Paid and Volunteer Status. Rock Island.

Staff Type	Summer of 2016		2016-2017 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	0	0	8	0
Center administrators and coordinators	0	0	0	0
Other non-teaching school day staff	0	0	2	0
Parents	0	0	0	0
College Students	0	0	0	0
High School Students	0	0	0	0
Community Members	0	0	0	0
Subcontracted Staff	0	0	0	0
Other	0	0	5	0
Total	0	0	15	0

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

Table 10. Regular Staff by Paid and Volunteer Status. Thurgood Marshall.

Staff Type	Summer of 2016		2016-2017 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
School day teachers (former and substitute)	0	0	6	0
Center administrators and coordinators	0	0	1	0
Other non-teaching school day staff	0	0	4	0
Parents	0	0	0	0
College Students	0	0	0	0
High School Students	0	0	2	0
Community Members	0	0	0	0
Subcontracted Staff	0	0	0	0
Other	0	0	2	0
Total	0	0	15	0

4.2 Overall Staffing

The Rock Island Elementary and Thurgood Marshall Elementary afterschool program staff received compensation solely from 21st CCLC funds. The afterschool program staff was 82.1% female ($n=23$) and 17.86% male ($n=5$). The combined staff highest degree earned was 42.9% Bachelors ($n=12$), 17.9% Masters ($n=5$), 17.9% High School/GED ($n=5$), 7.1% Associates ($n=2$), 3.6% Doctorate ($n=1$), 3.6% Technical ($n=1$), and 7.1% other ($n=2$).

4.3 Students-to-Staff Ratio

Based on 21st CCLC average daily attendance at Thurgood Marshall Elementary, staffing logs, and site visitation, the afterschool student to staff ratio was approximately 5:1. (The ratio of students to certified teachers is 12.5:1). Based on average daily attendance at Rock Island Elementary School, staffing logs, and site visitation, the afterschool student to staff ratio was approximately 4.6:1. (The ratio of students to certified teachers is 8.6:1).

4.4 Staff Training

Staff orientation prior to the start of the school year (August 2016) provided an overview of policies, procedures, and expectations of all new and returning staff. Topics covered included the 21st CCLC Staff Handbook, required deliverables, grant objectives and requirements, staffing and payroll, supplies, transportation, recruitment and retention, and past successes.

In October of 2016, staff received information concerning site visit expectations, attendance and other pertinent data entry into the 21st CLCC data collection platform. All previously mentioned orientation activities were touched on with a review of expectations and continuous improvement to meet these expectations. Available curricula were discussed and how to access them such as Everfi and the Vault: Understanding Money. In November of 2016, center coordinators took part in CPR, AED, and Basic First Aid training.

District staff participated in a regional training facilitated by the Florida Department of Education Program Development Specialists in February 2017 that outlined the FLDOE Program Development Specialists' roles of consultation, capacity building, coordination, and collaboration. The resources from this training were shared with center coordinators as needed. Also in February

of 2017, center coordinators were trained to access the District behavior and academic database while reviewing ongoing training needs.

4.5 Staff Turnover

Staff turnover during the 2016-2017 21st CCLC project year was estimated at 7.7% ($n=1$) for Rock Island with 7.7% ($n=1$) of staff members stating they “Don’t Know” if they replaced a staff member, and no turnover estimated at Thurgood Marshall Elementary School with no 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 Rock Island Elementary School holds a valid State of Florida Professional Educator’s Certificate. All academic instruction was provided by these 8 certified teachers at Rock Island Elementary School.

Each of the 21st CCLC teaching staff at Thurgood Marshal Elementary School holds a valid State of Florida Professional Educator’s Certificate. All academic instruction was provided by 6 certified teachers at Thurgood Marshal Elementary School.

5.0 OBJECTIVES AND OUTCOMES

5.1 Objective Assessment

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 11, 60.5% of regularly participating Rock Island and Thurgood Marshall Elementary students met this expectation, thus the objective was not met.

Table 11. Language Arts Grades – Rock Island and Thurgood Marshall 21st CCLC.

Qtr. 1 LA Grades	Qtr. 4 Language Arts Grades					Total for Qtr. 1
	A	B	C	D	F	
A	18 (11.1)	9 (5.6)	2 (1.2)	1 (0.6)	0 (0.0)	30 (18.5)
B	16 (9.9)	18 (11.1)	9 (5.6)	1 (0.6)	0 (0.0)	44 (27.2)
C	7 (4.3)	20 (12.3)	36 (22.2)	6 (3.7)	2 (1.2)	71 (43.8)
D	0 (0.0)	2 (1.2)	7 (4.3)	3 (1.9)	2 (1.2)	14 (8.6)
F	0 (0.0)	0 (0.0)	0 (0.0)	1 (0.6)	0 (0.0)	1 (0.6)
No Grade	0 (0.0)	1 (0.6)	1 (0.6)	0 (0.0)	0 (0.0)	2 (1.2)
Total for Qtr. 4	41 (25.3)	50 (30.9)	55 (34.0)	12 (7.4)	4 (2.5)	162 (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 64 out of 167 students (38.3%) 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 12, 61.1% of regularly participating Rock Island and Thurgood Marshall Elementary students met this expectation, thus the objective was not met.

Table 12. Math Grades - Rock Island and Thurgood Marshall 21st CCLC.

Qtr. 1 Math Grades	Qtr. 4 Math Grades					Total for Qtr. 1
	A	B	C	D	F	
A	11 (6.8)	6 (3.7)	2 (1.2)	1 (0.6)	0 (0.0)	20 (12.3)
B	12 (7.4)	24 (14.8)	8 (4.9)	0 (0.0)	0 (0.0)	44 (27.2)
C	3 (1.9)	16 (9.9)	26 (16.0)	12 (7.4)	2 (1.2)	59 (36.4)
D	1 (0.6)	3 (1.9)	20 (12.3)	6 (3.7)	1 (0.6)	31 (19.1)
F	0 (0.0)	1 (0.6)	1 (0.6)	1 (0.6)	3 (1.9)	6 (3.7)
No Grade	1 (0.6)	0 (0.0)	0 (0.0)	1 (0.6)	0 (0.0)	2 (1.2)
Total for Qtr. 4	28 (17.3)	50 (30.9)	57 (35.2)	21 (13.0)	6 (3.7)	162 (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 87 out of 168 students (51.8%) 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 improve their science as measured by report cards 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, 65.8% of regularly participating Rock Island and Thurgood Marshall Elementary students met this expectation, thus the objective was not met.

Table 13. Science - Rock Island and Thurgood Marshall 21st CCLC.

Qtr. 1 Science Grades	Qtr. 4 Science Grades					Total for Qtr. 1
	A	B	C	D	F	
A	21 (13.0)	14 (8.7)	2 (1.2)	0 (0.0)	0 (0.0)	37 (23.0)
B	6 (3.7)	30 (18.6)	5 (3.1)	3 (1.9)	0 (0.0)	44 (27.3)
C	6 (3.7)	15 (9.3)	26 (16.1)	11 (6.8)	3 (1.9)	61 (37.9)
D	1 (0.6)	2 (1.2)	8 (5.0)	2 (1.2)	2 (1.2)	15 (9.3)
F	0 (0.0)	2 (1.2)	1 (0.6)	0 (0.0)	0 (0.0)	3 (1.9)
NG	0 (0.0)	0 (0.0)	1 (0.6)	0 (0.0)	0 (0.0)	1 (0.6)
Total for Qtr. 4	34 (21.1)	63 (39.1)	43 (26.7)	16 (9.9)	5 (3.1)	161 (100.0)

6. Objective 6: The performance objective for science was stated as follows, “By the end of the program year, 75% of regularly participating students will improve their science 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 5th grade elementary school students showed 27 out of 70 students (38.6%) 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 91 of 116 elementary students; thus, 78.4% 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 83 of 113 elementary students; thus, 73.5% of students met this objective and the criterion (80%) was approached, but not met.

Goal 3: Enhance Behavior and Problem Solving

9. Objective 9: 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 154 of 166 elementary school students; thus, 92.8% of students met this objective and the criterion (80%) was met.

Goal 4: Increase Parental Involvement

10. Objective 10: By the end of the program year, 65% of participating family members will increase their knowledge (in a specified area) as measured by perceptual survey (parent).

The evaluator created a parent survey to be administered at the close of each parent event. At the conclusion of the 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 Rock Island and Thurgood Marshall Elementary School students, 61 of 62 parents reported a knowledge increase as a result of the recorded event; thus, 98.4% of parents met this objective and the criterion (65%) was 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, 123 parents completed the parent survey. Most respondents were female (73.0%) and a majority identified their race as African American or Black-Not Hispanic (76.6%), followed by Hispanic (11.3%), then White Non-Hispanic (7.3%). A majority of parents responding indicated they had one child attending the program (72.6%), followed by two children (23.0%), and then three or more children (4.4%). Many parents responding to the parent survey (67.0%) reported they had attended a family night event, and almost all (77.5%) reported the parent nights were beneficial.

When asked about the program as a whole, most parents (99.2%) were satisfied or very satisfied. Only one (0.8%) 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 (98.4%), staff's ability to work with their child (96.0%), and staff's ability to relate well to them as parents (97.5%).

Many parents reported some level of satisfaction with the variety of activities offered to their children (94.3%) and the safety of the program environment (98.4%). A majority of parents also indicated their children were completing their homework (91.1%), and they were progressing academically (95.2%). Socially, parents strongly agreed or agreed their children were learning to

get along with others (94.3%) and staying out of trouble because of their child's program participation (90.2%). Most parents (96.7%) agreed or strongly agreed that the program helped them become more involved in their child's education. Overall, many parents (97.6%) 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 (93.3%). Given the scenario that program services would no longer be available, many respondents indicated their children would be home alone (27.6%), attend another afterschool program (26.8%), be cared for by a parent (13.8%), be cared for by another relative (13.0%), cared for by a sibling (6.5%), other (6.5%), or cared for by a friend or neighbor (5.7%).

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 communication skills, nutrition information, bilingual training, talent shows, academics, reading, and STEM. The most prevalent program change themes were no changes needed, more homework time, and flexible pick-up times.

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 156 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 (74.9%), quality of homework turned in (76.2%), improved class participation (79.4%), improvement for volunteerism in the classroom (67.5%), attending class regularly (80.6%), being attentive in class (78.2%), and behaving well in class (70.9%). Teachers also indicated "improved" or "did not need to improve" on academic performance (80.0%), students coming to school motivated to learn (76.1%), getting along well with other students (70.6%), and improvement in student self-efficacy - belief they can do well in school (80.1%). Teachers indicated "improved" or "did not need to improve" on parents' interest and involvement in their child's schooling (64.7%).

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 153 students in 1st through 5th grade completed the survey. As shown in Table 14, 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 safe in the afterschool program with supervision by caring adults and help in understanding that following rules is important.

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?	108 (73.5)	36 (24.5)	3 (2.0)
Did your afterschool program have adults who care about you?	133 (90.5)	13 (8.8)	1 (0.7)
Did you feel safe at your afterschool program?	125 (87.4)	15 (10.5)	3 (2.1)
Did your afterschool program help you get along well with others?	96 (65.3)	35 (23.8)	16 (10.9)
Did your afterschool program help you understand that following rules is important?	125 (85.0)	18 (12.2)	4 (2.7)
Did your afterschool program help you solve problems in a positive way?	109 (74.1)	27 (18.4)	11 (7.5)
Did your afterschool program help you with your homework?	97 (66.4)	27 (18.5)	22 (15.1)
Did your afterschool program help you improve your grades?	100 (69.9)	33 (23.1)	10 (7.0)

5.6 Overall Findings for Each Objective

The overall findings were covered objective by objective in Section 5.1.

6.0 PROGRESS TOWARD SUSTAINABILITY

6.1 Partners

As shown in Table 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.

Table 15. 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
Rock Island Elementary	SD	No	Facilities
Thurgood Marshall 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

21st 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 21st 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 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 center administrations and staffs have incorporated very effective policies and procedures that have resulted in very high student retention throughout the school year.
- It appears that the Rock Island Elementary School students are excited to be in the 21st CCLC afterschool program.
- The Rock Island Elementary School afterschool program schedule is clear and well thought out. Having supper first followed by physical fitness before beginning the academic portion works well.
- The Rock Island Elementary School instruction is well delivered. The students work! They certainly are engaged in their learning.
- In each class, Rock Island Elementary School teachers have the students' attention.
- There appears to be good camaraderie amongst the Rock Island Elementary School Site Coordinator, teachers, and staff.
- The Thurgood Marshall Elementary School 21st CCLC afterschool program students are respectful and very well behaved.
- The Thurgood Marshall Elementary School facility offers a clean and spacious environment for program activities.
- The Thurgood Marshall Elementary School program is straight forward and easy to follow.
- There appears to be a good tie-in of the Thurgood Marshall Elementary School afterschool program activities in supporting the regular day school academic program.
- The Thurgood Marshall Elementary School afterschool program is fortunate to have energetic, well qualified teachers.
- The calm, collective persona of the Thurgood Marshall Elementary School Site Coordinator fits well with the program and school.

- It appears that the Thurgood Marshall Elementary School afterschool program has very limited use of computers (even for PBL activities). The box materials seem to work well here.
- Excellent commitment to student safety is exercised at the end of the day with all the Thurgood Marshall Elementary School students either being bused or picked up by their parents.
- The Marshall Dollars program is very popular with the Thurgood Marshall Elementary School students (and teachers) and undoubtedly contributes to the favorable demeanor exhibited by the students.
- The Thurgood Marshall Elementary School afterschool program curriculum appears consistent with the grant learning outcomes.
- The current selection of clubs appears to be both popular with Thurgood Marshall Elementary School students and are led by mentors who enjoy the activity.

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 nutrition and social emotional programming curricula need be better defined, overseen, and reported.
3. The program personnel should continue interacting with regular school day academic teachers to ensure the afterschool program is aligned with the regular school day.
4. There is a heavy Rock Island Elementary School teacher schedule (4 or 5 days). The program might consider options to accommodate breaks (days off) as needed.
5. Kudos to the Rock Island Elementary School Principal and Site Coordinator on acquiring such a dedicated, professional, and compassionate staff.
6. The Marshall Dollars student recognition and reward program at Thurgood Marshall Elementary School appears to contribute to positive student behavior and incentive for students to do well academically. This program might be suggested to other schools looking for mechanisms to enhance student behavior and academic achievement.
7. Thurgood Marshall Elementary School club ideas are popular with many of the 21st CCLC afterschool program and should be shared. This program's Dance/Step Club is popular and

well received by students. The other clubs (Fitness, Nutrition/Garden, and Technology) are more traditional, but all might be shared and discussed amongst the programs.

8. For each of the three years of the 21st CCLC afterschool program grant being implemented at Thurgood Marshall Elementary School, the teachers have been exemplary in their ability to keep students engaged in their learning activities. These teachers would be excellent resources for other programs and teachers seeking to develop this teaching skill.