

Summative Evaluation Report 2016/17 Program Year

21st Century Community Learning Centers:
Piper High School
Plantation High School
McArthur High School

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1. History and Overview:

The Children's Services Council of Broward County (CSC), via a formal partnership with the Broward School District and a contractual service delivery agreement with the YMCA is in its third year operating a 21st Century Community Learning Center program (21st CCLC) at the following Broward County public high schools: Piper, Plantation, and McArthur. As outlined in the Approved Program Application, pervasive under-employment, poverty, and generations of limited academic success are common threads among the feeder communities served by these three (3) high schools. In addition, McArthur High School has one of the largest percentages of new immigrant Spanish speaking students of any traditional public high school in Broward County, creating a pervasive community need to assist these youth and their families as they transition to life in the United States. These community risk factors have created critical need at the three (3) schools for out-of-school time services that provide academic remediation and enrichment, methods to improve youth engagement with school, and organized efforts to encourage parental involvement with their children's education.

In response to the extensive youth and family needs outlined in the Approved Program Application, the CSC implemented a 21st CCLC program at the three (3) high schools to target 9th through 12th grade students who exhibit one or more of the following concerns: reading below grade level, performing below the 40th percentile on standardized tests, being credit deficient, and having poor school attendance (characteristics defined as the *at risk youth* targeted by this grant). The CSC has stressed the importance of targeting youth whose academic performance or behavior makes it likely that they will become disengaged with school and not graduate. As a result, CSC provides an additional \$343,362 cash match to the 21st CCLC funds that allows the YMCA to offer programmatic activities and incentives beyond those supported by federal funds.

This evaluation report illustrates the creative, academic and personal enrichment programming funded by the federal 21st CCLC funds, and value-added activities and incentives,

paid for by CSC dollars, that have enabled the YMCA of South Florida (i.e. service provider) to successfully serve many high risk teens and their family members at the (3) three High Schools.

This evaluation begins by describing student characteristics and average daily attendance and enrollment of the three (3) host high schools. Next, the evaluation reviews the program operations and schedule. The third section describes the staff working at the centers. Detailed information about the objectives includes a brief synopsis of the activities and services provided at each Center. A brief overview of the progress towards sustainability is then provided, followed by a conclusion and recommendations for program modifications that are based upon the student attendance analysis, synopsis of the activities being offered, and the assessment of the progress toward reaching the approved objectives.

2. Student Enrollment and Attendance:

The combined enrollment of the three (3) Centers was 2,174 students (i.e. number of *participants*). Roughly a quarter (23.1%) of these students (503) attended the program for 30 or more days – referred to as *regular attendees* (see Table 1 below). It is actually a very exciting finding that one-quarter of the participants attended the program 30 or more days because: (1) 384 youth participated in the summer component only (17.6% of all participants) that operates for 28 days; (2) the program was only required to serve 366 youth 30 or more days; and (3) many youth only attend the Credit Recovery and End of Course Exam components for less than thirty days so they can prepare for the District and state mandate testing schedule meaning.

| Table 1. Student Enrollment: Total and Regular Attendees for Summer 2016 & Academic Year 2016/17 | | | | | | | | |
|---|-------------------------------|--------------------|------------------------|-------|-------------------------------------|--------------------|------------------------|-------|
| Site Name | Participant Enrollment | | | | Regular Attendees Enrollment | | | |
| | Only Summer | Only Academic Year | Summer & Academic Year | Total | Only Summer | Only Academic Year | Summer & Academic Year | Total |
| Piper H.S. | 132 | 284 | 410 | 826 | 0 | 176 | 39 | 215 |
| Plantation H.S. | 98 | 345 | 119 | 562 | 0 | 65 | 53 | 118 |
| McArthur H.S. | 154 | 476 | 156 | 786 | 0 | 76 | 94 | 170 |

Unduplicated counts shown.

3. Student and Family Demographics: The Centers served a *diverse group* of youth. Roughly half (51.6%) of the participants are male (48.4%) and female, which is nearly identical to the number of male regular attendees (51% and 49% are female) (see Table 2 below).

| Table 2. Student Demographics for All Students and Regular Attendees | | | | | | |
|---|--|--------------|------------|--|------------|------------|
| Site Name | Total Student Population <i>(2,174 students) -65 missing gender</i> | | | Regular Attendees <i>(503 students)</i> | | |
| | Gender | | Age Range | Gender | | Age Range |
| | Male | Female | | Male | Female | |
| Piper High School | 466 | 370 | 13 to 19 | 125 | 90 | 13 to 19 |
| Plantation High School | 207 | 280 | 13 to 19 | 53 | 65 | 13 to 19 |
| McArthur High School | 417 | 369 | 13 to 19 | 79 | 91 | 13 to 19 |
| Average for Center | 51.6% | 48.4% | N/A | 51% | 49% | N/A |

The average percentage of Limited English Proficient participants (10.5%) is greater than the number Limited English Proficient regular attendees (6.4%) in large part because many of the ESOL students did not attend the program 30 or more days at McArthur, a school that was dramatically impacted by changes in the enforcement of federal immigration policy

| Table 3. Student Exceptionalities | | | | | | | | | |
|--|----------------------------|-----|-----|----------------------------|-----|----|-----------------------|-----|----|
| All Participants (N = 2,174) | | | | | | | | | |
| Site Name | Limited English Proficient | | | Identified with Disability | | | Free or Reduced Lunch | | |
| | Yes | No | DK* | Yes | No | DK | Yes | No | DK |
| Piper High School | 77 | 722 | 27 | 35 | 791 | 0 | 685 | 141 | 0 |
| Plantation High School | 16 | 546 | 0 | 38 | 524 | 0 | 452 | 110 | 0 |
| McArthur High School | 135 | 651 | 0 | 77 | 709 | 0 | 657 | 129 | 0 |
| Average for Center | 10.5% | | | 7% | | | 82.5% | | |
| Regular Attendees (N = 503) | | | | | | | | | |
| Piper High School | 20 | 168 | 35 | 35 | 180 | 0 | 168 | 47 | 0 |
| Plantation High School | 1 | 117 | 23 | 23 | 95 | 0 | 90 | 28 | 0 |
| McArthur High School | 11 | 159 | 43 | 43 | 127 | 0 | 134 | 36 | 0 |
| Average for Center | 6.4% | | | 20% | | | 77.9% | | |

The number of students identified with disabilities (ESE) is lower for participants (7%) than regular attendees (20%) because all Centers actively target ESE youth in their Literature Unplugged components. As would be expected by students attending schools drawing youth from high poverty neighborhoods, (82.5%)% participants and (77.9) % of regular attendees qualify for free or reduced lunch (FRL). It is a good sign that the percentage of youth qualifying for FRL is almost equal because it means the program has been successful at recruiting and retaining high poverty at risk youth that are at risk for failing to graduate. A little more than two-thirds of all participants (68.8%) and regular attendees (69.2%) are African American (see Table 4 below), which is reflective of the schools' populations, and the communities that host the feeder schools.

| Table 4. Student Race and Ethnicity | | | | | | | | | | |
|--|----------------------------------|------------------------|---------------------------|--------------------|--------------------|-------------------------------------|------------------------|---------------------------|--------------------|--------------------|
| Site Name | Participants (2,174 students) | | | | | Regular Attendees (503 students) | | | | |
| | American Indian Alaska Native | Asian/Pacific Islander | Black or African American | Hispanic or Latino | White or Caucasian | American Indian Alaska Native | Asian/Pacific Islander | Black or African American | Hispanic or Latino | White or Caucasian |
| Piper High School | 0 | 10 | 647 | 115 | 54 | 0 | 2 | 163 | 36 | 14 |
| Plantation High School | 2 | 18 | 447 | 52 | 43 | 1 | 3 | 87 | 16 | 11 |
| McArthur High School | 4 | 26 | 402 | 277 | 77 | 0 | 6 | 90 | 64 | 10 |
| Average for Center | >1% | 2.5% | 68.8% | 20.4% | 8%0 | >1 | >1 | 69.2% | 23% | 6.9% |

* Ethnicity categories are non-exclusive - students can be identified under multiple ethnicities.

As would be expected by Centers serving high school students, all of the participants and regular attendees are in grades 9 – 12 (see Table 5 below). A brief look at the actual numbers in Table 5 shows that the percentage of students by grade level has very little variation among regular attendees and participants. There are several reasons why this has occurred: (1) the sites are deliberately targeting youth for their Algebra end of course exam components and most students take Algebra in ninth or tenth grade; (2) all three Centers deliberately reach out to upperclassmen for their Credit Recovery Component during the summer; and (3) lowerclassmen are more likely to have fewer obligations (i.e. summer jobs, mandatory varsity sports, etc.) afterschool and during the summer, which is why there are fewer seniors in the program.

| Table 5. Student Grade Level | | | | | | | | |
|-------------------------------------|---|-------|-------|-------|--|-------|-------|-------|
| Site Name | Participant Grade in School* (N = 2,174 Students) | | | | Regular Attendee Grade in School* (N = 503 Students) | | | |
| | 9* | 10 | 11 | 12 | 9* | 10 | 11 | 12 |
| Piper High School | 252 | 220 | 214 | 140 | 76 | 67 | 49 | 23 |
| Plantation High School | 136 | 144 | 151 | 131 | 25 | 28 | 34 | 31 |
| McArthur High School | 227 | 256 | 186 | 117 | 41 | 54 | 46 | 29 |
| Average for Center | 28.3% | 28.5% | 25.3% | 17.8% | 28.2% | 29.6% | 25.6% | 16.5% |

4. Program Operations: The program operations data in Table 6 below shows that during the school year all three (3) Centers operated Monday – Thursday afterschool for three (3) hours per day, and were open on four (4) Saturdays for four (4) hours a day. Each Center operated two and half hours (2.5) per day for 33 weeks during the school year. The Centers were operated Monday – Thursday for 28 days during the summer, and provided six (6) hours of service daily.

| Table 6: Program Operational Schedule | | | | | | | | |
|--|--------------------|-------------------------------|--------------------------|------------------------|----------------------------|--------------------------------|--------------------------|------------------------|
| | Summer 2016 | | | | School Year 2016/17 | | | |
| Center | Weeks Open | Days of Wk. (days wk.) | Hrs./per Week Day | Total Days Open | Weeks open | Days of Wk. (days wks.) | Hrs./per Week Day | Total Days Open |
| Piper | 7 | M. – Th. (4 days/wk.) | 24 | 28 | 33 | M. – Th. (4 days/wk.) | 3 | 109 |
| Plantation | 7 | M. – Th. (4 days/wk.) | 24 | 28 | 33 | M. – Th. (4 days/wk.) | 3 | 108 |
| MacArthur | 7 | M. – Th. (4 days/wk.) | 24 | 28 | 33 | M. – Th. (4 days/wk.) | 3 | 109 |

5. Staff Characteristics:

The YMCA is expected to operate their 21st CCLC program as outlined in the CSC’s service delivery contract with the YMCA that is based upon the program components and operational schedule required by the CSC’s Approved Program Application. The CSC regularly monitors program implementation, and evaluates the youth registration forms to ensure the YMCA is serving at risk youth. To guarantee accountability to the FDOE, the CSC requires the YMCA to: 1) hire Assistant Principals to run the Centers (i.e. Site Leads), which ensures the staff operating the 21st CCLC program know the youth, understand their academic and behavioral needs, and are fully aware of the host schools’ culture and administrative expectations; 2) employ the host schools’ personnel to staff the 21st CCLC program; 3) work directly with the teachers, guidance counselors, and social workers to reach out to the parents/adult caregivers of the most at risk youth; and 4) utilize a competitive process that mandates teachers write proposals (they submit FDOE Project Based Learning Plans) with curriculum that engages 21st CCLC youth, and if hired the teachers sign their proposals (i.e. Project Based Learning Plans) committing to recruit the at risk youth they know from the day school. These strategies have resulted in all three (3) Centers hiring the high quality staff, staff who for the most part are able to draw and engage the most at risk students to the 21st CCLC program.

Regular Staff: All of the part-time staff working at the Centers are paid by 21st CCLC funds. A portion of the CSC Evaluation Manager’s salary (roughly 10%), CSC’s Youth Development Coordinator salary (50%), and the providers’ Program Manager salaries (roughly

50%) are paid for by CSC dollars. As the data in Table 7 shows, 65.3% (34) of 21st CCLC staff are women, and 34.6% (18) are men. The percentage of men working in this 21st CCLC program is around what one would expect when compared to other high school programs funded by the CSC because high schools typically employ more male teachers than elementary and middle schools. The educational attainment data above reveals that 86.5% (45) of the site based staff have earned some sort of college degree, which one would have expected because administrative, teaching and Security Specialists state/local certifications/credentials require college degrees.

| Table 7: 21st CCLC Staff Demographics | | | | | | | | | | |
|---|----|-----------------|------------|-------------------|---------------------|------------------|----------|-----------------------------|------------|--------------|
| Staff Characteristics | | Summer 2016 | | | School Year 2016/17 | | | Total All Center | | |
| | | Piper | Plantation | McArthur | Piper | Plantation | McArthur | Paid 21 st Funds | Volunteers | |
| School-Day Teachers | | 13 | 10 | 13 | 13 | 5 | 13 | 41 | | |
| Center Administrators & Coordinators | | 2 | 1 | 1 | 2 | 2 | 2 | 6 | | |
| Other Nonteaching School-Day Staff | | 4 | 3 | 4 | 4 | 5 | 4 | 13 | | |
| College Student | | | | | | | | | 2 | |
| Non-School day staff w/some college | | | 1 | 1 | | 1 | 1 | 2 | | |
| Gender | | Graduate Degree | | Bachelor's Degree | | Associate Degree | | Professional Degree | | High Diploma |
| Male | 18 | 24 | | 20 | | 1 | | 1 | | 6 |
| Female | 34 | | | | | | | | | |
| Total | 52 | | | | | | | | | |

Certified Teachers and Student to Staff Ratio: As is expected, the largest number of staff working during the 21st CCLC program are day school teachers (41), reflecting the reality that all of the academic and personal enrichment activities are required to be delivered by certified teachers. This 21st CCLC program targets (366) youth, and (27) teachers are budgeted for the three (3) centers to work (2.5) hours per day because non-teaching staff supervise the youth during the Supper program at the beginning of the program. Dividing the budgeted teacher positions by the number of targeted youth equals a teacher to student ratio of 1:13.5, which mirrors the Approved Program Application's teacher to student ratio of 1:13 for academic components.

Staff Training: The CSC 21st CCLC Youth Development Specialists hosted: (1) two Provider Meetings during the program year; (2) one Site Lead phone conferences; (3) multiples onsite meetings with the teachers. The main purpose of the Provider meetings was to keep the Site

Leads aware of 21st CCLC requirements, review the programs' average daily attendance, discuss common program observations made by the 21st CCLC Youth Development Coordinator and the 21st CCLC System Administrator during their site visits, review current youth development topics, and outline other pertinent CSC youth initiatives. The CSC Evaluation Manager/System Administrator conducted three Site Visits to review program fidelity, and hosted monthly trainings for the YMCA Case Managers working with the 21st CCLC youth randomly selected for Case Management services. CSC sent three (3) people to the 21st CCLC Mandatory Statewide Conference in August of 2016: (1) CSC's 21st CCLC Youth Development Coordinator; (2) CSC's 21st CCLC System Administrator; and (3) the YMCA's 21st CCLC funded Parent Coordinator. Finally, the CSC's System Administrator and Youth Development Coordinator hosted and attended FDOE's 21st CCLC Regional Trainings in the Spring of 2017.

The YMCA also provided highly specific trainings to their Youth Coordinators, Parent Engagement Coordinator, and appropriate site-based staff. The YMCA offers professional development in four core areas: Youth Program Enrichment (e.g. Youth in Government and Wyman TOP activities); Systems Training (e.g. CSC's information systems – SAMIS, and YMCA's internal systems); Programmatic topics (e.g. PBLs, youth recruitment, and 21st CCLC Student Advisory Committees); and general agency policies (e.g. program registration practices, time keeping, 21st CCLC attendance requirements, budgeting, transportation logs, and safety plans).

6. Objectives and Outcomes:

Objective Assessment: As written in the Approved Program Application, all 21st CCLC program objectives are designed to assess performance program-wide success. In terms of *the analysis of each objective* 503 regular attendees are analyzed for each objective. The numbers used to assess the objectives will not equal 503 for several reason: (1) many of the regular attendees do not participate in the Credit Recovery program because they have no courses to re-take; (2) few parent actually attend the parent nights; (3) students who complete their required

reading, math and science classes rarely take additional classes in this subject; and (4) many youth have semester one and semester two grades for the reading, math, and science classes.

Reading Objective 1: Seventy-five percent (75%) of regular attending students will improve their reading/language arts grade (maintain if they have a B or above), as demonstrated by course grades.

| | Plantation | McArthur | Piper | Center Total |
|------------------|---------------|---------------|---------------|---------------|
| Numbers Measured | 138 | 212 | 318 | 668 |
| Meet Objective | 102 | 164 | 234 | 500 |
| Average | 73.91% | 77.36% | 73.58% | 74.85% |

As the data above (please see Table 8) shows the Centers are **approaching the benchmark** for Objective 1 because 74.85% of the youth who attended 30 or more days (i.e. a regular attendee) increased their reading/language arts grade during one or more academic semesters.

Math Objective 2: Sixty-five percent (65%) of regular attending students will improve their reading/language arts grade (maintain if they have a B or above), as demonstrated by course grades.

| | Plantation | McArthur | Piper | Center Total |
|------------------|---------------|------------|---------------|---------------|
| Numbers Measured | 122 | 200 | 274 | 596 |
| Meet Objective | 73 | 132 | 179 | 384 |
| Average | 59.84% | 66% | 65.33% | 64.43% |

Based upon Table 9 above, **approaching the benchmark** for Objective 2 is the appropriate rating because 64.43% of the regular attending youth improved their math grade or maintained a grade of B or above during one or more academic semesters.

Science Objective 3: Eighty-five percent (85%) of regular participating students taking day school science classes will improve their science grade (maintain if they have a B or above), as demonstrated by course grades.

Meaningful progress has been made for Objective 3 because 59.68% of regular attendees increased or maintained a grade of “B” or better in their science classes in both semesters (please see table 10 below). The percentage of youth who increased their science grades is noticeably higher for Plantation (64.9%), which makes sense because Plantation High School has a highly developed STEM’N It component taught by a science teacher (Robotics and Coding at Plantation) who is able to engage youth so much that the often attend his component each day

| Table 10: Science Objective | | | | |
|------------------------------------|---------------|---------------|---------------|---------------|
| | Plantation | McArthur | Piper | Center Total |
| Numbers Measured | 107 | 196 | 280 | 583 |
| Meet Objective | 69 | 114 | 166 | 349 |
| Average | 64.49% | 58.16% | 59.29% | 59.86% |

Dropout Prevention (Credit Recovery) Objective 4: Eighty percent (80%) of participants who enroll in the 21st CCLC program's credit recovery program will pass the class they are utilizing the program to make up.

As the data below in Table 11 shows, *meaningful progress has been made* towards achieving **Objective 4** because 63.39% of participants attempting to recover a courses in the program's course credit recovery component did so. It is important to note that this objective examines any participant (i.e. is not limited to regular attendees) who attempts credit recovery during the 21st CCLC program. A closer look at the information below shows that the largest percentage of youth who recovered courses did so at Piper High School. The reason for this is that Planation never hired a Credit Recovery teacher during the school year and McArthur did not offer the component.

| Table 11: Drop Out Prevention Objective | | | | |
|--|---------------|---------------|------------|-----------------------|
| | Plantation | McArthur | Piper | Center Total |
| Numbers Measured Q1 | 11 | 5 | 77 | 174 measured |
| Meet Objective Q1 | 0 | 3 | 35 | |
| Numbers Measured Q2 | 0 | 1 | 28 | |
| Meet Objective Q2 | 0 | 1 | 19 | |
| Numbers Measured Q3 | 7 | 0 | 27 | 119 Meet Objective |
| Meet Objective Q3 | 7 | 0 | 22 | |
| Numbers Measured Q3 | 0 | 0 | 32 | |
| Meet Objective Q3 | 0 | 0 | 18 | |
| Average | 38.89% | 66.67% | 72% | 68.39% |

Behavior (Improve Attendance) Objective 5: Fifty percent (50%) of regular participating students will decrease (maintain if three or fewer) their number of unexcused absences in the current school year compared to previous school, as demonstrated by attendance records.

Exceeding the benchmark is the rating for **Objective 5** because 50.8% of the regular attendees improved their day school attendance if they had four or more unexcused absences in the 2017 SY or maintained good attendance if they had three or fewer unexcused absences in the 2016 school year. However, the data below shows that most of the gains occurred at Planation where the school implemented new behavioral procedures to encourage students to attend class.

| Table 12: Behavior Objective | | | | |
|-------------------------------------|---------------|---------------|---------------|--------------|
| | Plantation | McArthur | Piper | Center Total |
| Numbers Measured | 112 | 154 | 212 | 478 |
| Meet Objective | 90 | 67 | 86 | 243 |
| Average | 80.36% | 43.51% | 40.57% | 50.8% |

Family Services Objectives Assessment: Monthly family literacy events were hosted by all three Centers September through June by the 21st CCLC Parent Engagement Coordinator in partnership with the school's Family Outreach Specialists. The Approved Program Application states that monthly family literacy activities will be hosted to improve parents' ability to assist their children with their educational needs, which is assessed by the Parent Needs Assessment conducted individually with parents as needed.

Family Services (Performance Based) Objective 6: Ninety percent (90%) of the 21st CCLC parents at each 21st CCLC family night will evaluate the event as being useful for teaching them about their child's educational needs, as demonstrated by family night evaluation surveys.

Approaching the Benchmark is the rating for *Objective 6* because on average 79.4%% (79.4% = 89/122) of the parents demonstrated a learning at the twelve (18) family literacy events where pre and post-test surveys were administered. A learning gain is defined as the number of parents who could correctly identify the topic of the parent event via an open ended question on post-test survey administered by the 21st CCLC Parent Engagement Coordinator.

| Table 12: Parent/Caregiver Knowledge Gain | | | |
|--|----------------|-------------------|--------------------|
| | Knowledge Gain | No Knowledge Gain | Assessments Issued |
| Adult Literacy Asses 1 | 15 | 16 | 31 |
| Adult Literacy Asses 2 | 13 | 1 | 14 |
| Adult Literacy Asses 3 | 28 | 0 | 28 |
| Adult Literacy Asses 4 | 2 | 0 | 2 |
| Adult Literacy Asses 5 | 5 | 0 | 5 |
| Adult Literacy Asses 6 | 8 | 1 | 9 |
| | 71 | 18 | 89 |

Family Services (Participation Based) Objective 7: Twenty percent (20%) of 21st CCLC adult caregivers will participate in one or more 21st CCLC family night activities, as demonstrated by adult caregiver sign-in sheets.

Exceeding the benchmark is the rating for *Objective 7* because an average of 78.33 parents attended the parent events during the program year which equates to 64.21% of the 21st CCLC caregivers participating in the parent literacy events. The information in Table 13 below

shows the attendance was highest in marking periods when the Centers offered their 21st CCLC school year program kickoffs events (i.e. Marking Period One).

| Table 13: Objective 14 Attendance @ Adult & Family Member Services Events | | | | | |
|--|------------|---------|--------|--|--|
| Marking Period | School | Parents | Target | Center Average 78.33 out of 122 Parents Attended 64.21% | |
| 1 | McArthur | 28 | 122 | McArthur 84 out of 122 Parents Attended 68.85% | |
| | Piper | 19 | 122 | | |
| | Plantation | 16 | 122 | | |
| 2 | McArthur | 5 | 122 | | |
| | Piper | 15 | 122 | | |
| | Plantation | 5 | 122 | | |
| 3 | McArthur | 16 | 122 | | Piper 79 out of 122 Parents Attended 64.75% |
| | Piper | 15 | 122 | | |
| | Plantation | 5 | 122 | | |
| 4 | McArthur | 16 | 122 | | |
| | Piper | 11 | 122 | | |
| | Plantation | 16 | 122 | | |
| 5 | McArthur | 19 | 122 | Plantation 72 out of 122 Parents Attended 59.02% | |
| | Piper | 15 | 122 | | |
| | Plantation | 23 | 122 | | |
| 6 | McArthur | 0 | 122 | | |
| | Piper | 4 | 122 | | |
| | Plantation | 7 | 122 | | |

7. Other Findings: As required by the federal government, this 21st CCLC program released FDOE’s student, parent and teacher surveys in the Spring of 2016. In an effort to improve data integrity, the CSC was granted FDOE approval to develop electronic teacher and student surveys. This allowed the CSC to electronically insert student identification numbers into the teacher surveys, ensuring that this information aligned exactly with grade and state assessment information entered into the federal reporting system. CSC and felt strongly about not asking students to use FDOE’s student survey because the first question required youth to scroll down the massive response category list.

The data in Table 15 above is based upon 499 students who completed the survey over the course of three (3) weeks. The breakdown of respondents by school is: 141 at Plantation;

| Table 15: Student Surveys | | | |
|--|------------|----------|------------|
| Question | Definitely | Somewhat | Not at All |
| Did you enjoy the Afterschool program activities?? | 359 | 130 | 6 |
| Did this afterschool program help with completing your homework? | 342 | 112 | 39 |
| Did this afterschool program help you improved your grades? | 344 | 119 | 28 |
| Did this Afterschool program help you with career choices? | 352 | 95 | 69 |

220 at Piper, and 138 at McArthur. As the data shows, the majority of respondents *definitely* liked the Afterschool program (71.9%). Most students felt that it *definitely* helped with their homework (68.5%) and improved their grade (68.9%), providing evidence that this 21st CCLC program is helping youth with their grades and homework! Most of the respondents felt the program did help them with their career choices (70.5%), suggesting that the program college and career pathway emphasis is being achieved.

The CSC was very pleased that 393 21st CCLC teacher surveys were completed for the regular attendees (see Table 16 below). Teachers reported that the many students (70.9%) showed improvement in turning their homework in on time and (71.7%) improved their academic performance. These findings re-enforce the objective analysis that found participation in this 21st CCLC program helped improve math and reading grades. In terms of behavior, (67.6%) of students improved their behavior in class (18.8 did not need improvement) and (69.2) of the regular attendees attended class more regular. The teacher survey results mirror those from the objective analysis showing the program improves attendance.

| Table 16: Teacher Surveys | | | | |
|----------------------------------|---------|-----------|----------|--------------------|
| Question | Decline | No Change | Improved | No Need to Improve |
| Turning in homework | 12 | 46 | 279 | 54 |
| Paying attention in class | 14 | 38 | 292 | 47 |
| Attending Class | 15 | 47 | 272 | 57 |
| Behaving in Class | 14 | 37 | 266 | 74 |
| Improved Academics | 17 | 44 | 282 | 48 |

As the data in Table 17 below shows, one hundred and sixty-four (165) parents of regular attending students completed FDOE’s Parent survey. Almost all of them (89.7%) were very satisfied or very satisfied with the program, and most parents (92.1%) responded as satisfied or very satisfied about their child’s happiness with the 21st CCLC program. Overall all, parents believed the program did a good job helping them become more involved in their child’s education (89% responded satisfied or very satisfied). Yet, the most impressive finding is that nine out of ten (89%) parents felt this program helped their children with their homework.

| Table 17: Parent Surveys | | | | | |
|---|-----------------------|------------------|-----------------|--------------------|------------|
| Question | Very Satisfied | Satisfied | Not Sure | Unsatisfied | N/A |
| Satisfied with this Afterschool program as a whole? | 92 | 56 | 11 | 0 | 2 |
| Satisfied helping me become more involved with child's education? | 79 | 68 | 13 | 1 | 12 |
| Satisfied with my child's happiness with the program? | 107 | 45 | 11 | 1 | 1 |
| Homework Completion? | 80 | 67 | 10 | 1 | 7 |

8. Student Snapshot: The youth chosen for the 21st CCLC snap shot attended the program afterschool and during the summer at the Piper Center. She primarily participated in the 21st CCLC Art Education and Creative Learning component that provided her with a creative avenue to explore her desire to learn more about painting. This is very important to her because she has taken drafting classes but has never actually learned how to paint. The 21st CCLC program has given her the chance to learn how to paint, sketch, mix colors, and use digital photography. However, the most important aspect of the program is that it creates a safe environment for her to make friends. Although she did not make this statement, the 21st CCLC Site Lead explained that the young lady was struggling at the school because her social network was extremely small. He was happy she participated in the 21st CCLC program because it allowed her to find a small group of young people she now calls her friends, resulting in improved behavior and attendance.

Her participation in the program also inspired her to learn more about photograph and the graphic arts, something she is now thinking about pursuing as a career. Based on conversations with the student she really did not need to improve her grades but was happy to meet a small group of kids like herself that she now calls her friends. She credits the program with increasing her desire to attend school. As she mentioned, “another bonus of being in the program’s Art Education class is that the teacher allows the students to channel their desire to social change agents which they can do through their community art projects designed to help education their fellow students”. One such project are life sized figurines being placed around the campus to bring awareness of the natural environment and the pictures of the “natural beauty” of the school.

9. Progress Toward Sustainability: The CSC has allocated funds to *fully sustain* eight 21st CCLC High school programs (three in July 2010, two July 2014, and three July 2016) that are no longer funded by FDOE 21st CCLC dollars. The CSC is the **only** 21st CCLC sub-grantee in Florida to fully sustain high school programs and one of only 3% statewide to sustain any 21st CCLC programming at any school level, and CSC is one of the 7% of 21st CCLC sub-grantees nationally to fully sustain these programs when grant funds sunset! The CSC has already provided conceptual approval to fully sustain this 21st CCLC program when FDOE funding sunsets. Additionally, this 21st CCLC program is part of the U.S. Department of Education's Performance Pilot Partnership (P3) grant that utilizes federal waivers to remove regulatory barriers and allows for the blending and braiding of federal funding sources. CSC's P3 program, the Best Opportunity to Shine and Succeed (BOSS) program, adds two full time Case Managers at each of the three schools to help randomly selected high need youth overcome the hurdles of graduating and achieving their post-secondary aspirations. The BOSS program blends Department of Labor Workforce Innovation and Opportunity Act funds with FDOE's federal 21st CCLC dollars.

Partners Contributions: The data in Table 18 shows that there are three partners active with this 21st CCLC program. The partners are essential because they provide transportation to and from the program (Broward County Public Schools), enhance a Project Based Learning activity (YMCA scholarships for Youth In Government), and provide Case Managers.

New Partners: In an effort to expand program partners the CSC reached out to Urban league of Broward County to provide additional health and wellness programming during the summer of 2016 at Planation and Piper High School. Specifically, the Urban League is funded by the Broward Regional Health Center to provide the B.A.R.T. program to youth two hours a week for eight weeks. The B.A.R.T. program is an evidence based intensive HIV and Sexual Transmitted Infection prevention program designed for adolescents.

| Table 19: Indication of Progress Towards Reaching Objectives | | |
|---|--|---------------------------|
| Program Objectives | | Rating of Progress |
| Academic Enrichment | 1 Improve Reading/Language Arts Grade Eighty percent (75%) of regular participating students* will improve their reading/language arts grade (maintain if they have a B or above), as demonstrated by course grades. | Approaching Benchmark |
| | 2 Improve Math Grade Eighty percent (65%) of regular participating students* will improve their math grade (maintain if they have a B or above), as demonstrated by course grades. | Approaching Benchmark |
| | 3 Improve Science Grade Eighty percent (85%) of regular participating students taking day school science classes will improve their science grade (maintain if they have a B or above), as demonstrated by course grades. | Meaningful Progress |
| Dropout Prevention | 4 Credit Recovery) Seventy-five percent (80%) of participants who enroll in the 21st CCLC program's credit recovery program will pass the class they are utilizing the program to make up | Meaningful Progress |
| Behavior | 5 Improve Daily Classroom Attendance Eighty percent (50%) of regular participating students will decrease (maintain if three or fewer) their number of unexcused absences in the current school year compared to previous school, as demonstrated by attendance records. | Exceeded Benchmark |
| Family Activities | 6 Adult Evaluation of Family Nights Ninety percent (90%) of the 21st CCLC adult caregivers at each 21st CCLC family night will evaluate the event as being useful for teaching them about their child's educational needs, as demonstrated by family night evaluation surveys. | Approaching Benchmark |
| | 7 Adult Participation in Family Nights Twenty percent (20%) of 21 st CCLC adult caregivers will participate in one or more 21 st CCLC family night activities, as demonstrated by adult caregiver sign-in sheets. | Exceeded Benchmark |

*"Regular participating" students (a.k.a. regular attendees) are youth that attend the 21st CCLC program for 30 days or more during the year.

| Table 18: 21st CCLC Partners | | | | | |
|--|----------------------|----------------|---------------------------------------|-------------------------------------|--------------------------|
| Agency Name | Type of Organization | Sub-contractor | Estimated Value (\$) of Contributions | Estimated Value (\$) of Subcontract | Type of Service Provided |
| Broward County Public Schools | School District | Partner | \$100,000 | N/A | Transportation |
| Broward County Public Schools | School District | Partner | \$100,00 | N/A | USDA Snacks |
| YMCA of Broward County | National CBO | Yes | \$2,000 | \$725,223 | Youth In Government Trip |
| CarrerSource Broward | WIOA sub-grantee | Partner | \$273,600 | | 6 FT Case Managers |

10. Recommendations: Based on the analysis of objectives, ongoing formative evaluation and Evaluation Manager’s site visits to the three (3) Centers, the following program-wide recommendations to enhance the overall program quality are recommended as follows.

- Plantation High School needs to be fully staffed to ensure that nine (9) different program components are being offered daily. The CSC must continue to monitor the staffing of the YMCA to ensure that the program is fully staffed by day one.
- The Parent Coordinator should work with the Site Leads to better disseminate information about the monthly 21st CCLC parents’ events. Doing this will increase the parental participation, exposing more adult care givers to the resources available to them via this 21st CCLC program (e.g. YMCA Parental Needs Assessment to identify community resources for the parents/families, funds to pay for GED and ESOL classes, and networking opportunities to learn more about their child’s education while meeting similar parents in their local community).