

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
SUPERINTENDENT OF SCHOOLS
JAMES F. NOTTER**

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Approved memorandum with signatures is on file.

March 14, 2011

TO: School Board Members

FROM: Joanne W. Harrison, Ed.D., Deputy Superintendent
Educational Programs & Student Support

VIA: James F. Notter
Superintendent of Schools

**SUBJECT: 21st CENTURY COMMUNITY LEARNING CENTERS (CCLC)
EVALUATION REPORT**

1. What is the purpose of the report?

This evaluation documents the activities and outcomes of the nine 21st CCLC grants as implemented at 16 schools during the 2009-10 school year. In addition to meeting the granting agency's requirements for an independent summative evaluation, this evaluation:

- describes the overall development and management processes utilized for the ten grants and their perceived effectiveness,
- determines the fidelity of implementation of the program at the individual school sites and identifies the areas that need improvement,
- determines the extent to which the grants met their stated objectives, and
- identifies factors that facilitated or blocked the accomplishment of the grants' goals.

This evaluation also includes individual reports for each of the nine 21st CCLC grants to meet the reporting requirements of the funding agency.

2. Which populations were targeted in this report?

Students ($n=5,014$) in five elementary, five middle, and six high schools who participated in the 16 summer and after-school programs funded by the 21st CCLC grant were targeted for this evaluation. Non-participating students in the same schools as program participants were targeted for comparisons pertaining to achievement and attendance. Teachers, principals, and parents of participants were also targeted to complete surveys for additional feedback. Participant demographics, findings related to program management and fidelity of implementation, and the extent to which participating schools met the grant's objectives are presented.

3. How were the data for this report collected?

Multiple sources of evidence and a combination of approaches were used to collect data to answer questions posed in this report. Interviews were conducted with District administrators and program leaders. After-school activities were observed, interviews were conducted, and program documents were examined during site visits. Surveys were administered to teachers, principals, parents, and students. Teacher and student demographic data were extracted from the District's Data Warehouse, along with student behavioral, academic, and after-school attendance data. Documents maintained by the Project Director were also reviewed.

4. What are the main highlights in this report?

The after-school programs funded by the 21st CCLC grant appear to be operated in full fidelity to the program requirements. Highlights regarding the extent to which objectives of the 21st CCLC program were achieved include:

- More than 75% of participating students for all grants improved their performance in at least one measure (Florida Comprehensive Assessment Test Reading and Mathematics and Grade Point Average).
- Five grants met the objective regarding the proportion (80%) of regular participants who had fewer absences this year than the mean of the non-participants at the same school. Six grants met the objective regarding the proportion (80%) of regular participants with five or fewer absences last year, who had the same or fewer absences this year.
- Eight grants met the objective regarding the proportion (75%) of students with no internal suspensions last year and no internal suspensions this year, however, no grants met the objective regarding the proportion (75%) of participants who had fewer suspensions this year than the mean of the non-participants at the same school.
- Three grants met the objective regarding improvement in fitness and/or health and wellness knowledge. Five grants did not meet the objective, due to incomplete test records; however, site visitations confirmed that these activities were provided.
- Two objectives regarding increased parent involvement were not met by any grant, due to the data not being collected to evaluate the accomplishment of these objectives.

Survey findings revealed that over 90% ($n=15$ or more) of 16 responding principals, and over 95% ($n=153$ or more) of responding teachers, perceived that participating students improved their academics, attendance, and behavior; and that they participated in health, wellness, and/or fitness activities, in addition to academic enrichment activities. Caution should be used when interpreting after-school attendance data, as the accuracy of these data may be in question.

5. What recommendations were made in this report?

A recommendation was made to implement consistent processes for collecting and reporting data to comply with the requirements of the 21st CCLC grant. Specific attention should be paid to improving processes for collecting and reporting parent involvement data, and health, wellness, and fitness data, in order to accurately measure improvements from year to year. Another recommendation calls for developing better defined goals for determining progress

for objectives relating to parent involvement. The current objectives are problematic in that they are an inaccurate measure of parent involvement based on attendance at the first and last parent activity instead of being based on the mean attendance of parents.

If you have any comments concerning this report, please contact **Dean Vaughan, Evaluation Administrator, Research Services at 754-321-2500**. This report may also be accessed via the Research Services Web site (http://www.broward.k12.fl.us/research_evaluation/Releases.htm).

JFN/JWH/MRL:dvw
Attachments

cc: Executive Leadership Team
Area Directors
Principals

**THE SCHOOL BOARD OF BROWARD COUNTY, FLORIDA
OFFICE OF THE DEPUTY SUPERINTENDENT
CURRICULUM**

March 11, 2011

TO: James F. Notter
Superintendent of Schools

FROM: Leontine J. Butler, Ed.D., Deputy Superintendent
Curriculum

SUBJECT: **RESPONSE TO 21ST CENTURY COMMUNITY LEARNING CENTER
(CCLC) GRANT PROGRAM EVALUATION REPORT: 2009-2010**

Staff in the Career, Technical, Adult and Community Education (CTACE) Department has reviewed the 21st CCLC Program evaluation report. This report was completed by an outside evaluator and provided to the CTACE Department, via the Research Services Department, for a response.

Recommendation 1

By March 2011, the 21st CCLC Project Director will implement consistent processes for collecting and reporting data to comply with the reporting requirements and objectives of the 21st CCLC program. While improvements were observed in the collection of attendance (reporting requirements of Objectives 1.1, 2.1, 2.2, 2.3, and 2.4) and pre-test/post-test data (Objectives 4.1 and 4.2) there were still significant problems associated with the availability and accuracy of data pertaining to parent involvement data (Objectives 3.1 and 3.2), and health, wellness, and fitness activities (Objectives 4.1 and 4.2). For example, Objectives 3.1 and 3.2 require measuring the number of parents of regularly participating students, however, student names were not collected at most parent events so there was no way to determine which students would become a regular participant by the end of the program. Therefore, process improvements should include capturing student names on parent sign-in sheets at all events.

Response to Recommendation 1

Broward County's 21st CCLC Project Director, Pamela Heard, will modify the process of collecting and reporting source data, in accordance with the grant requirement and objectives as follows:

1. A memorandum will be distributed by the end of March 2011 to all 21st CCLC site administrators and program coordinators describing the process for submission of parent involvement source data.
2. A report will be created that identifies the students and shows the participation of each parent/guardian whose child is enrolled in the 21st CCLC Program.

**RESPONSE TO 21ST CENTURY COMMUNITY LEARNING CENTER (CCLC)
GRANT PROGRAM EVALUATION REPORT: 2009-2010**

March 11, 2011

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3. The 21st CCLC Grant Manager will collect and review submitted source data, by site, prior to the evaluator's review. This activity will be conducted during scheduled Stop-and-Check meetings or during unscheduled visitations. All sign-in sheets will indicate the name of each 21st CCLC participating student and his or her parent/guardian.
4. During the 2011-2012 project year, each site will conduct a *Parent Involvement Needs Assessment*.

Recommendation 2

By April 2011, the 21st CCLC Project Director will work with Florida Department of Education (FDOE) staff to create a better-defined goal for measuring increases in parent involvement. Currently, Objective 3.1 calls for increased parent involvement from the first to the last parent activity, which has proven to be problematical, even beyond data collection issues. The first activity tends to be a large open house to introduce the program, and the final activity tends to occur at the end of the school year when parent attendance is low. Additionally, at schools where the program is a series of parent workshops, there occurs a natural attrition from the first to the last workshop. Therefore, an increase from the first to the last parent activity is an inappropriate expectation, and an inaccurate measure of parent involvement. An objective based on mean attendance and a proportion of the regularly attending students (e.g., the average attendance at parent training workshops will exceed X percent of the number of regularly participating students) would be more appropriate.

Response to Recommendation 2

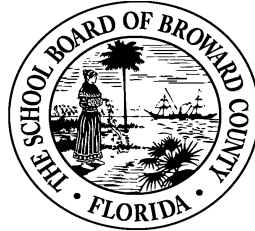
By April 2011, the 21st CCLC Grant Manager, in collaboration with the University of Florida Technical Assistance Team, will modify the defined objective and submit a Program amendment. Information regarding the outside evaluator's suggested revision will be shared with site level staff and administrators for feedback and support.

Should you have any questions, **please contact Pamela Heard, 21st CCLC Grant Manager, at 754-321-8451 or 954-552-2734, or John Miracola, Director, Career, Technical, Adult and Community Education, at 754-321-8444.**

LJB/SVH/JJM/PMH:sb

The School Board of Broward County, Florida

**21ST Century Community Learning Centers
Evaluation Report**



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March 2011

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21ST Century Community Learning Centers Evaluation Report

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The School Board of Broward County, Florida

21ST Century Community Learning Centers Evaluation Report

Executive Summary

The School Board of Broward County, Florida has received funding through the 21st Century Community Learning Center (CCLC) grant program, which is part of the No Child Left Behind legislation. The purpose of the grant is to establish programs that provide at-risk students with opportunities for academic enrichment, personal enrichment, and other activities designed to complement the students' regular academic program. The funding in Broward County Public Schools (BCPS) for the 2009-10 school year is provided through nine different individual grants supporting services at a total of 16 schools.

This evaluation documents the activities and outcomes of the nine 21st CCLC grants as implemented at the 16 school sites across Broward County during the 2009-10 school year. In particular, the evaluation was designed to accomplish the following major purposes.

- Describe the overall development and management processes utilized for the ten grant activities and their perceived effectiveness.
- Determine the fidelity of implementation of the program at the individual school sites and identify the areas that need improvement.
- Determine the extent to which the grants met their stated objectives.
- Identify the factors that either facilitated or blocked the accomplishment of the grants' goals.
- Meet the granting agency's requirements for a summative evaluation.

This report summarizes the findings for the nine 21st CCLC grants. Each of the grant programs incorporated academic enrichment programs in reading, mathematics, science, fitness, and/or health/wellness activities, and provided snacks to supplement their after-school activities. There were tutorial and mentoring programs available, and students were also engaged in service learning activities. Each site provided programs that promoted parental involvement and family literacy. These characteristics of the program were confirmed by program walkthroughs, lesson plans, schedules and other document reviews in addition to interviews with, and surveys of, faculty and principals. No attempt was made to document the specific nature and content of these activities in all of the grants, beyond confirmation that they were an integral part of the after-school activities.

Summary and Conclusions

The after-school programs in BCPS funded by the 21st CCLC grant program appear to be operated in full fidelity to the program requirements. Survey findings revealed that over 90% ($n=15$ or more) of 16 responding principals, and over 95% ($n=153$ or more) of the teachers responding, indicated that students participating in the 21st CCLC activities improved their academics, attendance, and behavior; and that they participated in fitness and/or health/wellness activities and in academic enrichment activities.

Improvements have been noted in the areas covered by the recommendations in last year's evaluation. In particular, an Excel file and standardized procedures have been developed for the recording of student attendance. While this procedure has improved attendance reporting, this evaluation has found that significant discrepancies still exist between the data extracted from the District's Data Warehouse and the school reports. The objectives regarding student attendance and behavior have been changed to examine, separately, students who did not have issues in these areas last year and those that did. Some of the former objectives have been dropped, which results in a more focused program plan. It is apparent that the best practices identified in last year's report have been incorporated in the administration of each of the grants, specifically, the utilization of committed school staff and the provision of student choice in activities.

Out of the eight program objectives, all of the grants accomplished two of them (improve academic performance and participate in academic enrichment). Improvement in academic performance was measured by the proportion of students who improved in at least one measure of academic performance [Florida Comprehensive Assessment Test (FCAT) Reading, FCAT Mathematics, grade point average (GPA)]. Participation in academic enrichment was measured by a review of schedules, lesson plans, and site visitations.

Improvement in attendance was split into two objectives this year. The first objective determined the proportion of participants with more than five absences last year, who had fewer absences this year than the mean of the non-participants who had more than five absences last year. Five out of the nine grants accomplished this objective. The second absence related objective measured the proportion of students with five or fewer absences last year, who had the same or fewer absences this year. Six of the nine grants met this objective.

Improvement in behavior was also split into two objectives this year. The first objective determined the proportion of participants with one or more internal suspensions last year, who had fewer suspensions this year than the mean of the non-participants that had one or more internal suspensions last year. None of the nine grants accomplished this objective. The second behavior related objective measured the proportion of students who had no internal suspensions last year and had no internal suspensions this year. Eight of the nine grants met this objective.

Improvement in health/wellness and fitness was also split into two objectives this year. While reported separately, these objectives were combined when determining whether grants met their objectives, since grants were only required to have one or the other of these activities. Six of the grants failed to meet the objective, all but one due to the fact that complete pre- and post-test records were not available for either health/wellness or fitness activities at one or more of the schools in the grant. The site visitation at all schools, however, did confirm that these activities were provided at all locations.

There were two parent involvement objectives. None of the grants met these objectives because the data necessary to evaluate the accomplishment of these objectives was not available. The objectives required measurement of the number of attending parents of regularly attending students; however, there was no way of determining which of the attending parents were associated with regularly attending students, as required by the objective statements. Even though there were parental sign-in sheets collected at each of the events, in most cases, student

information was not collected on the sign-in sheets and an accurate identification of the appropriate student cannot be made based solely on a parent's signature.

There is a strong relationship between the findings in the literature regarding the best practices of successful after-school programs and the factors identified by principals and teachers that contributed to the success of the program. The presence of these elements was confirmed by the evaluator during the site visitations and interviews: Highly committed teachers who are part of the regular staff work well together; differentiated, targeted support; a consistent/structured program with strong leadership; and voluntary participation.

Note that this study only examined the impact of students participating in the program for the period of this evaluation. Conceivably, there may be a "lingering" impact on non-participants by their participation in previous years, and "cumulative" impacts on current participants, by the fact that they participated for more than one year. Caution should also be used when interpreting the after-school attendance data, as there continues to be discrepancies identified between the data each grant reported on the Academic Year Reporting Form and the data extracted from the District Data Warehouse, which were utilized in this report.

Recommendations

1. By March 2011, the 21st CCLC Project Director will implement consistent processes for collecting and reporting data to comply with the reporting requirements and objectives of the 21st CCLC program. While improvements were observed in the collection of attendance (reporting requirements of Objectives 1.1, 2.1, 2.2, 2.3, and 2.4) and pre-test/post-test data (Objectives 4.1 and 4.2), there were still significant problems associated with the availability and accuracy of data pertaining to parent involvement data (Objectives 3.1 and 3.2), and fitness and health/wellness activities (Objectives 4.1 and 4.2). For example, Objectives 3.1 and 3.2 require measuring the number of parents of regularly participating students; however, student names were not collected at most parent events so there was no way to determine which students would become a regular participant by the end of the program. Therefore, process improvements should include capturing student names on parent sign-in sheets at all events.
2. By April 2011, the 21st CCLC Project Director will work with Florida Department of Education (FDOE) staff to create a better defined goal for measuring increases in parent involvement. Currently, Objective 3.1 calls for increased parent involvement from the first to the last parent activity, which has proven to be problematical, even beyond data collection issues. The first activity tends to be a large open house to introduce the program, and the final activity tends to occur at the end of the school year when parent attendance is low. Additionally, at schools where the program is a series of parent workshops, there occurs a natural attrition from the first to the last workshop. Therefore, an increase from the first to the last parent activity is an inappropriate expectation, and an inaccurate measure of parent involvement. An objective based on mean attendance and a proportion of the regularly attending students (e.g., the average attendance at parent training workshops will exceed X percent of the number of regularly participating students) would be more appropriate.

The School Board of Broward County, Florida

21ST Century Community Learning Centers Evaluation Report

Introduction¹

The School Board of Broward County, Florida has received funding through the 21st Century Community Learning Center (CCLC) grant program, which is part of the No Child Left Behind legislation. The purpose of the grant is to establish programs that provide at-risk students with opportunities for academic enrichment, personal enrichment, and other activities designed to complement the students' regular academic program. The funding in Broward County Public Schools (BCPS) for the 2009-10 school year is provided through nine different individual grants supporting services at a total of 16 schools.

Literature Review¹

In 1994, Congress authorized the 21st Century Community Learning Centers (CCLC) program to expand the use of schools within the community. During this time, the programmatic focus of the 21st CCLCs was on educational, health, social service, cultural and recreational enrichment for rural or inner-city communities and was targeted to meet a range of needs within these communities (Pittman, Wilson-Ahlstrom, & Yohalem, 2003).

The 21st CCLC program was refocused in 1998 with the support of \$40 million in federal funding to provide after-school academic, enrichment, and recreational activities in public schools (James-Burdumy, Dynarski, & Deke, 2007). These centers focused on educational, health, social service, cultural and recreational programs that offered expanded learning opportunities for children, youth, and families and contributed to the reduction of drug use and violence. However, programs designed to assist students in meeting or exceeding state and local academic standards in core subjects received priority (Pittman, et al., 2003).

In 2002, after reauthorization under No Child Left Behind Act (NCLB), what began as a funding stream accessed directly by individual schools and designed to spark the creation of learning centers in communities (Pittman, et al., 2003), transformed into a \$1 billion outcome-driven program run by state education agencies designed to enhance the educational and social outcomes of low-income students attending low-performing schools (Mahoney & Zigler, 2006). Specifically, NCLB redefined the program's primary focus as providing opportunities for academic enrichment including tutorial services that help students meet state and local academic standards in core subjects (James-Burdumy, et al., 2007; Pittman, et al., 2003).

¹ The "Introduction" and "Literature Review" sections are drawn from the first 21st CCLC Evaluation Report (Younkin, 2010) in order to maintain consistency in description and to reflect the continuation of the grant implementation.

A National Evaluation of the 21st Century Community Learning Centers Program

In November of 1999, Mathematica Policy Research, Inc. was selected by the U.S. Department of Education to conduct a national evaluation of the 21st CCLC's after-school programs (Mahoney & Zigler, 2006). While the evaluation was proposed to identify the "best practices" of the programs investigated, the evaluation design was reformulated into a two-year random-assignment outcome study that focused on the impact of program participation on academic and psychosocial development. The study collected data on a variety of outcomes including grades, test scores, classroom behavior and effort, absences, suspensions, location and supervision after school, social development, parental involvement, negative behavior, and feelings of safety after school (James-Burdumy, et al., 2007). Data were gathered on 2,308 elementary school students from 26 schools across eight states and the impacts studied were analyzed using regression models. The first-year findings were released in February of 2003 and suggested that 21st CCLC participants and non-participants were substantially similar (Pittman, et al., 2003; Weiss & Little, 2003). The authors highlighted that "students in 21st Century after-school programs reported feeling safer in school, but programs did not affect homework completion, grades, and test scores, and there was evidence that programs contributed to behavior problems" (James-Burdumy, et al., 2007). Additionally, the study did not find significant differences between treatment and control students in terms of absences, suspensions, tardy arrivals, or students' interpersonal skills. With respect to elementary school students the study found positive findings in the following areas according to Pittman, et al. (2003):

- Elementary school centers increased grades in social studies significantly.
- According to their teachers, elementary program participants were more likely than students in the control group to try hard in reading.
- While according to their parents, elementary participants were less likely to work hard in school, centers reported a significant increase in parent involvement including an increase in the percentage of parents helping their child with homework, asking their child about class work, and attending after-school events.

Criticisms of the Mathematica Study

The evaluation of 21st CCLCs conducted by Mathematica was one of the first studies to be considered under the NCLB's definition of scientifically based research. The release of this evaluation immediately resulted in a 40% decrease in federal funding (i.e., a budget of \$600 million for fiscal year 2004, as compared to \$1 billion in 2003). The results of the evaluation and the proposed funding decision was followed by various critical commentaries and detailed critiques (Mahoney & Zigler, 2006). For example, notable experts in the areas of child care, after-school programs, and program evaluation provided brief critiques of the scientific adequacy of the evaluation (Weiss & Little, 2003). Additionally, Mahoney, and Zigler (2006) describe an independent, comprehensive critique of Mathematica's evaluation:

- The evaluation was premature since programs were assessed in the early stages of development.
- Information on program characteristics and implementation were not connected to the program outcomes evaluated.
- The extent to which evaluation findings can be generalized is limited.

- The evaluation was initiated prior to the passage of NCLB which changed the funding, content, and operation of 21st CCLC programs. As a result, sites used in the evaluation were not representative of the population of 21st CCLCs currently serving schools.
- Attrition was high raising concerns about the representativeness of the sample.
- Substantial comparison group “cross-over” occurred (i.e., many non-participants actually participated in the 21st CCLC after-school programs).
- Missing data were treated inadequately.
- The properties of the measures used were not reported and the statistical procedures used were not sensitive to measuring growth and change over time.

Impacts of After-School Programs

A variety of formal evaluations of after-school programs have been implemented over the past decade. These include several large-scale studies that evaluate programs across states, as well as state-level evaluations and local or program level evaluations. In 2008, Afterschool Alliance published several summaries of formal evaluations of the impact of after-school programs (Afterschool Alliance, 2008a, 2008b). These summaries were based on several meta-analyses, eight large-scale studies, ten evaluations of state-level initiatives or programs, and close to 20 local or program-level evaluations. Based on their analyses of these evaluations, Afterschool Alliance suggests that quality after school programs can have a positive impact on a variety of measures of student academic achievement particularly with respect to school attendance and engagement in learning, as well as improved test scores and grades. Additionally, they found that after-school programs can help keep children safe, have a positive impact on behavior and discipline, and help relieve parents’ worries about their children’s safety.

Moreover, these studies found that increases in the frequency and duration of after-school participation increases benefits and those students at greatest risk demonstrated the greatest gains. Below are highlights of the summary lessons presented by Afterschool Alliance. With respect to school attendance and engagement in learning, studies that found benefits included:

- Chapin Hall’s study of Chicago’s After School Matters program (Students who participated missed fewer days of school than their classmates.)
- A study conducted for the state of New Hampshire of its state- and federally-funded academically focused on after-school programs (more than half of the students who attended regularly improved academically and behaviorally and classroom teachers reported that students made the most progress in turning in homework on time).
- University of California, Los Angeles (UCLA) Center for the Study of Evaluation’s evaluation of LA’s BEST (Students’ regular school day attendance improved once they began participating in the after-school program; longitudinal data show that dropout rates among LA’s BEST students are 20% lower than district’s dropout rate.)
- Texas State Education Agency’s evaluation of 21st CCLC after-school programs (Approximately half of students who participated in three quarters of the program or more missed five or fewer days of school during the fall semester.)
- An evaluation of the Ohio Urban School Initiative School Age Child Care Project (School absences and tardiness were reduced for participating students.)
- Policy Studies Associates five-year evaluation of The After-School Corporation after-school programs (Regular school day attendance for the pre-K to eighth grade levels

increased for participants, as compared to non-participants.)

- An evaluation of the Pathways to Progress in St. Paul, Minnesota (Participants attended more school days and missed fewer school days.)
- An evaluation of California's After School Education and Safety Program (Students participating in the program improved their regular school attendance; particularly large improvements were found in students with the lowest attendance records prior to starting the program.)
- A five-phase evaluation of the Citizen Schools program (Former participants of the 8th grade academy consistently continued to attend school more often through ninth, tenth, and eleventh grade.)

With respect to test scores and grades, studies that found improvements included:

- The Promising Afterschool Programs Study (Those students who regularly attend high-quality programs over two years demonstrated gains in mathematics test scores.)
- An evaluation of LA's BEST after-school programs (Participating students demonstrated higher academic achievement on standardized tests of mathematics, reading, and language arts.)
- An evaluation of the Young Scholars program in North Carolina (Over five years, promotion rates for students participating in the program improved by 83%; and students made significant gains on North Carolina's state tests.)
- An evaluation of Children in the Ohio Urban School Initiative School Age Child Care Project (Participating students scored higher in every subject area tested than non-participating students from across the state.)
- Policy Studies Associate's second-year evaluation of The After-School Corporation's program (Significant differences were found in proficiency-level shifts among participants on mathematics tests.)
- WestEd's evaluation of San Diego's "6 to 6" program (57% of students increased their SAT-9 reading scores and 44% increased their SAT-9 mathematics scores over the course of a year.)
- A five-site evaluation of the Boys and Girls Clubs' national Project Learn (Average grade increases over the 30-month period for participants was 11%, while the comparison group increased their grades by only 0.4%.)
- An evaluation of Foundations, Inc. after-school programs (Participants scored higher than the comparison group on mathematics, reading, and language arts standardized tests at every grade level.)
- Fordham University's evaluation of the YMCA of Greater New York Virtual Y Program (Statistically significant high gains in mathematics test scores, compared to matched non-participants.)

Studies that found positive impacts on children's self-concept and ability to make healthier choices that kept them on-track toward success included:

- An evaluation of Promising Programs (Regular participation in high-quality after-school programs is linked to reductions in behavior problems, including reductions in aggressive behavior with peers, reduction in misconduct, and reduced use of drugs and alcohol.)
- An evaluation of New York City Beacon Program (80% of students who participated in interviews described the program as either "very helpful" or "pretty helpful" in helping

them avoid drug use; and 74% said the program was “very helpful” or “pretty helpful” in helping them avoid fighting.)

- A meta-analysis by the University of Illinois at Chicago-based Collaborative for Academic, Social, and Emotional Learning (Youth participating in after-school programs improve significantly in three major areas: feelings and attitudes, indicators of behavioral adjustment, and school performance and reduced problem behaviors including aggression, non-compliance, conduct problems, and drug use.)
- An evaluation of The After-School Corporation’s program (Improvements in students’ social skills, ability to maintain self-control, make constructive choices about their behavior, and avoid fights were reported by staff, students, and parents.)
- Fordham University’s evaluation of the YMCA of Greater New York Virtual Y Program (Participants demonstrated statistically significant and moderate to large improvements in task motivation, frustration tolerance, learning skills, acting out, peer social skills, assertive social skills.)

Evidence that after-school programs kept children safe were reported by:

- A 2000 evaluation of LA’s BEST program (Participants were 30% less likely to participate in criminal activity.)
- An evaluation of the New York City Beacon program (85% of participants interviewed reported that it was “always true” or “mostly true” that they felt safe at Beacon.)
- An evaluation of the Fort Worth After School program (94% of parents interviewed agreed that participation in the program kept their children from getting into trouble.)
- A Public/Private Ventures evaluation of the Communities Organizing Resources to Advance Learning initiative in California (Nine in 10 program participants reported feeling safe.)

With respect to helping working families and encouraging parental participation, studies that found improvements included:

- The LA’s BEST evaluation (3/4 of parents surveyed indicated that they worried significantly less about their children’s safety and reported more energy in the evening, since enrolling their children in the program.)
- An evaluation of The After School Corporation’s program (Parents interviewed reported that the program helped them balance work and family life.)
- An evaluation of Children in the Ohio Urban School Initiative School Age Child Care Project (Adults in the participating children’s families had a greater awareness of community agencies, their facilities, and their services.)

As previously mentioned, many studies have also emphasized that increases in the frequency and duration of after-school program participation increases benefits and that students at greatest risk generally demonstrate the greatest gains (Afterschool Alliance, 2008a, 2008b). Additional studies not cited in the reports generated by Afterschool Alliance have also indicated that well-run, high-quality after-school programs can increase engagement in learning by providing students with opportunities and experiences that are typically not available during the regular school day including personal attention from adults, a positive peer group, and hands-on activities that allow them to explore their interests (Weiss, 2005).

Characteristics of Successful After-School Programs

Participation in a high-quality after-school program can be beneficial to students. However, the characteristics that define successful after-school programs are not often discussed in research reports. Nevertheless, there are certain characteristics that have been linked to many of these successful programs, including partnerships with higher education institutions and community-based organizations, parent involvement, emphasis on academics that go beyond what is taught in the classroom and provide students with the opportunity to make connections to the real world, communication between families and staff, and on-going staff development.

Community partnerships are the cornerstone of some of the most successful after-school programs (Afterschool Alliance, 2007a). Additionally, higher education institutions are one of the most frequent partners providing benefits for universities and programs serving youth. These partnerships often facilitate college students' ability to participate in after-school programs as tutors, mentors, or activity leaders, and offer training, technical assistance and specialized services to after-school program staff and participants.

In an issue brief written by Afterschool Alliance (2007b), after-school experts argue that in order to maximize time students spend in after-school programs, quality, engaging, and enriching learning opportunities must be provided. According to this report, the "proven after-school approach to learning" encompasses the following practices: (a) academic instruction that is designed to meet the needs and learning styles of students, (b) engaging, relevant activities that are project- or community-based and designed to increase students' motivation to learn, (c) applying school day lessons to real world settings, (d) building student choice into the program, (e) facilitating partnerships among schools and community-based organizations, (f) providing students opportunities to work both independently and in groups and to assume leadership roles, and (g) on-going communication between families and staff. Additionally, Afterschool Alliance (2007b) indicates that merely adding "more of the same" to the school day is likely to disengage kids, particularly those who are most at risk and unmotivated by school.

Protheroe (2006) recognizes the many challenges of designing effective after-school programs but describes these additional elements of effective programs: (a) staff must have specific content knowledge and instructional strategies to facilitate learning, (b) small class sizes (1:15 ratio or lower), (c) consistent, formal and specific communication between school day and after-school staffs, and (d) ongoing program evaluation. In a case study describing an elementary school in Texas, Castillo and Winchester (2001) focus is on the importance of parental and community involvement. Lastly, additional features of successful after-school learning programs, not previously mentioned, include careful attention to program fidelity and cultural sensitivity (Boss & Railsback, 2002).

A comprehensive report on the sustainability of financing after-school programs (Sandel, 2007) highlights various elements of financially sustainable programs, including developing a vision, strategic financing orientation, broad-based community support, drawing on support of key champions, results orientation, adaptability to changing conditions, strong internal systems, and a sustainability plan.

Cost Impact

The 21st CCLC program in Broward is funded through a set of nine grants from the federal 21st Century Community Learning Center (CCLC) grant program, which is part of the No Child Left Behind legislation. The program is funded through and monitored by the Florida Department of Education. The program does not receive any funds from BCPS. Table 1 presents a summary of the funded program expenditures and budget amount for the 2009-10 school year. A total of \$139,463 or approximately 5.7% of the total grant amount went unexpended during the year.

Table 1
21st CCLC Program Budget and Expenditures for the 2009-10 School Year

Cost category	Project total (\$)
Software	12,483
Salary & fringe	480,901
Purchased services	1,499,389
Other services	2,041
Rentals	196,962
Travel/mileage	21,324
Equipment	11,179
Supplies	13,121
Textbooks	31,688
Fees	2,400
Indirect costs	38,555
Total Expended	2,310,043
Budget	2,449,506
Unexpended	139,463

Purpose of the Evaluation

This evaluation documents the activities and outcomes of the nine 21st CCLC grants as implemented at the 16 school sites across Broward County during the 2009-10 school year. In particular, the evaluation was designed to accomplish the following major purposes.

- Describe the overall development and management processes utilized for the nine grants' activities and their perceived effectiveness.
- Determine the fidelity of implementation of the program at the individual school sites and identify the areas that need improvement.
- Determine the extent to which the grants met their stated objectives.
- Identify the factors that facilitated or blocked the accomplishment of the grant goals.
- Meet the granting agency's requirements for a summative evaluation.

This report summarizes the findings for the nine 21st CCLC grants. Appendix A through I provide the individual reports for each of the nine grant programs, which were prepared to meet the reporting requirements of the funding agency.

Methods

As an empirical inquiry that investigated the 21st CCLC grant program in BCPS, this evaluation was designed primarily as a case study (Yin, 1984). As such, multiple sources of evidence and a combination of approaches were used to collect data to answer the questions posed in this report.

Interviews. At the initiation of the evaluation of last year's program, interviews were conducted with BCPS administrators and program leaders. During the initial discussion with the District staff in charge of coordinating the program and select program coordinators, the evaluator inquired about the distinguishing characteristics of a program that had a high degree of fidelity to the purpose of the grant program. From these discussions, the evaluator developed an interview protocol in addition to an observation instrument that was utilized to guide the site visitations. These protocols were also utilized in this evaluation to maintain consistency. A copy of these instruments is contained in Appendix J and K respectively.

Site Visits. The evaluator visited each of the 16 school sites. The Office of Community, Technical, Adult, and Community Education scheduled the site visitations. During the site visits, the after-school activities were observed, interviews were conducted with the site personnel, and program documents, including lesson plans, were examined. The lesson plans reviewed were examined to determine whether they reflected a broad array of enrichment activities and whether they were aligned to the Sunshine State Standards. Alignment was determined by observing references to the appropriate standards in the lesson plan.

Survey Instruments. As part of the evaluation of last year's program, the evaluator developed surveys for teachers and principals which were administered to staff at the schools participating in the 21st CCLC. These surveys were utilized as part of this year's evaluation in order to maintain consistency. A total of 158 of 213 teachers surveyed responded, for a return rate of 74.2%. A total of 13 of 16 principals completed the survey, for a return rate of 81.3%. A copy of the Teacher and Principal surveys is contained in Appendix L and M, respectively.

The grant coordinator administered a survey for students (participants) and their parents. The Parent surveys were distributed and completed by the parents at the last parent night ($n=1265$). The Student surveys were completed by the students during the after-school activities ($n=1577$). This administration method insured that all of the parents attending the last parent night and all of the students attending the after-school activities on the day of the administration completed the survey. However, parents that could not attend the last parent night and students who were not in attendance on the day of administration were excluded from the survey results. A copy of the Parent and Student surveys is contained in Appendix N and O, respectively.

The documents maintained by the Project Director were reviewed, and the surveys conducted were analyzed. A student database was developed by Research Services Department staff that included all students attending the 16 project schools. The database included students' demographic, behavioral, academic, and after-school attendance data maintained by the District's Data Warehouse, Total Educational Resource Management System (TERMS). A staff database was also developed that included all staff that worked in the after-school program during Summer 2009, the 2009-10 academic year or both, and their responsibilities during the regular school day.

The schools gathered parent sign-in sheets during each of the parent events. However, these documents could not be utilized to determine the accomplishment of either Objective 3.1 (increase in parental attendance) or 3.2 (parent attendance at the Summer Showcase). This was due to the fact that these objectives required measurement of the number of parents of regularly attending students. There was no way of determining which of the attending parents were associated with regularly attending students because, in most cases, student information was not collected on the sign-in sheets and an accurate identification of the appropriate student cannot be made based solely on a parent's signature.

The format and content of the evaluation report was driven by the requirements of the granting agency, including the revisions approved later by the FLDOE. Individual reports for each of the nine 21st CCLC grants are contained in Appendix A through I.

Results

1. What has been the overall development and management processes utilized for the required grant activities and what has been their perceived effectiveness?

The 21st CCLC program in BCPS consists of nine grants providing services at 16 school sites as portrayed in Table 2. The funding period covered by this evaluation of the nine grants was from July 1, 2009 through June 30, 2010. Participating schools included 5 elementary schools, 5 middle schools, and 6 high schools.

Table 2
21st CCLC Program Grants in Broward County Public Schools

Grant	Project No.	Participating schools	Management	Initial year	Grant length (years)	2009-10 start Date
A	060-2449A-9CCC8	Stranahan High	Children's Service Council/YMCA	07/08	3	09/08/09
B	9CCC5	McNicol Middle, Silver Lakes Middle	School	06/07	5	08/17/09 09/08/09
C	9CCC3	Broadview Elementary, Wilton Manors Elementary	School	06/07	5	09/21/09 09/24/09
D	9CCC4	Dillard High	Children's Service Council/YMCA	07/08	3	09/08/09
E	9CCC2	Coconut Creek High, Hallandale High	Children's Service Council/YMCA	07/08	3	10/19/09 08/31/09
F	9CCCA	Crystal Lake Middle, Oriole Elementary	YMCA After School Programs, Inc.	08/09	5	09/08/09 08/31/09
G	9CCC9	New River Middle, Olsen Middle	Hispanic Unity of Florida	08/09	5	10/05/09 08/31/09

(table continues)

Table 2 (continued).

H	9CCC6	Blanche Ely High, Northeast High	Children's Service Council/YMCA	09/10	5	10/05/09 10/05/09
I	9CCC1	Riverland Elementary, Watkins Elementary	YMCA After School Programs, Inc.	09/10	5	08/31/09 08/31/09

These grants were developed and administered in one of two ways, either school-based or provider contract. In a school-based management grant, the school is responsible for all aspects of the grant, including programming and hiring of staff. In a provider contract managed grant, the School Board contracts with an outside provider to be responsible for all aspects of the grant in collaboration with the school leadership. Outside providers used for the 21st CCLC grants included the Children's Service Council, the YMCA, After School Programs, Inc., and Hispanic Unity of Florida.

The Children's Service Council is a special government entity created by the voters of Broward County in September 2000 to provide leadership, coordination, funding of services for and on behalf of children, and sub-contracts to the YMCA to provide site management services for Grants A, D, E and H. The YMCA is a community-based organization which promotes positive values through programs that build spirit, mind and body, welcoming all people, with a focus on youth. The YMCA also provides site management services directly to Crystal Lake Middle as a part of Grant F and Riverland Elementary as a part of Grant I. After School Programs, Inc. (ASF) was founded in 1991 and is the largest provider of on-site after-school programs in Broward County. ASF provides site management services to Oriole Elementary as part of Grant F and Watkins Elementary as a part of Grant I. Hispanic Unity of Florida is the largest non-profit organization in Broward County that is dedicated to serving the Hispanic population and provides site management services to Grant G. The remaining two grants (B and C) are managed by the participating schools.

The Office of Community, Technical, Adult, and Community Education decided in 2007 to initiate all new programs (initiated after 2007) under contracted services and to allow the existing programs to continue under their school-based management system. This was done because:

- Delivering after-school services is a core business of the providers and not a core function of a school, and, therefore, these services add to the duties and responsibilities of the school leadership.
- Using outside providers reduces the amount of administrative costs (payroll, data entry, and auditing) required of the District and increases the flexibility in staffing decisions.
- Outside community agencies bring resources and expertise of their own. They have more experience in making after-school activities both fun and educational.
- The District Strategic Plan (Goal 6) encourages schools and District Offices to seek out community partnerships. The teaming with an outside community agency helps to establish and cement the community relationships of the school and the school system.

All of the schools visited, except for one, preferred their own style of management. That is, those that were school-based preferred school based management and those that were managed by an outside contractor preferred that arrangement. The one school not preferring their management

style was a new contract management school that experienced a series of difficulties establishing an effective working relationship. These issues appear to be on the way to being resolved in this school. A second school also indicated that there were initial difficulties regarding procedures and getting approval for expenditures that have been dealt with satisfactorily.

The schools in the two grants that have a school-based management group pointed out that they had control of the program and that their teachers took the lead and felt an ownership of the program. On the other hand, the schools with a contract management group indicated that the flexibility in hiring, created by using an outside agency, was a great plus, as were the resources and expertise brought in by the contracting agency. On the principal survey, seven out of nine (78%) principals of schools in the contract management group who responded indicated that they were satisfied with the arrangement, with four of those respondents (44%) indicating that they were highly satisfied.

As a result of the recommendations in the 2008-09 evaluation report, the 21st CCLC staff worked with FDOE to revise some of the objectives to develop a more focused program plan. This report is based on the revised objectives approved by FDOE, and therefore, may differ from the evaluation proposal. The objectives regarding absences and behavioral incidents were revised to examine, separately, students with few or no absences or behavioral incidents, who are expected to maintain their good record, and those with excess absences or behavioral incidents, who should be expected to improve their performance. The objective regarding fitness and health/wellness activities was broken up into two objectives this year. Parent involvement was divided into two objectives, one relating to attendance at the Summer Showcase and another relating to increases in involvement in parent activities. These changes correspond to the strategies put in place to increase parent involvement which called for student showcases and a series of parent training activities. The objectives regarding community involvement and sustainability were deleted by the State DOE from the objectives of the grant for this year.

A standard procedure and Excel file format were developed to improve the collection of attendance data and the evaluator reviewed these procedures with the school staff during the visitations to ensure compliance. While this procedure has improved attendance reporting, this evaluation has found that significant discrepancies still exist between the TERMS data and the school reports. A focus was placed on the maintenance of physical fitness and health/wellness pre- and post-test results and the evaluator reviewed the process during the visitations to ensure compliance. However, only four grants were able to submit complete data.

During the school visitations, staff at all of the schools, reported that the best practices identified in last year's report were the primary features that contributed to the success of the program. This includes the utilization of a highly committed staff who is part of the normal school environment, student choice, differentiated support and a consistent, structured program.

2. What has been the fidelity of implementation of the program at the individual school sites and what are the areas that need improvement?

The program description contained on the Web site of the 21st CCLC program office (<http://www.ed.gov/programs/21stcclc/index.html>) contains the purpose of the 21st CCLC grant: "This program supports the creation of community learning centers that provide academic

enrichment opportunities during non-school hours for children, particularly students who attend high-poverty and low-performing schools. The program helps students meet state and local student standards in core academic subjects, such as reading and mathematics; offers students a broad array of enrichment activities that can complement their regular academic programs; and offers literacy and other educational services to the families of participating children.”

At the initiation of the evaluation of last year’s program, interviews were conducted with BCPS administrators and program leaders. During the initial discussion with the District staff in charge of coordinating the program and select program coordinators, the evaluator inquired about the distinguishing characteristics of a program that had a high degree of fidelity to the purpose of the grant program. From these discussions, the evaluator developed an interview protocol in addition to an observation instrument that was utilized to guide the site visitations. These protocols were also utilized in this evaluation to maintain consistency. A copy of these instruments is contained in Appendix J and K, respectively. During the site visits, the after-school activities were observed, interviews were conducted with the site personnel, and program documents, including lesson plans, were examined. The lesson plans reviewed were examined to determine whether they reflected a broad array of enrichment activities and whether they were aligned to the Sunshine State Standards. Alignment was determined by observing references to the appropriate standards in the lesson plans.

The visitations revealed that at all of the sites there were clear indications that students were participating in academic enrichment programs in reading, mathematics, and science, that they were participating in fitness and/or health/wellness activities and that snacks were provided to supplement their after-school activities. There were tutorial and mentoring programs available, and students were also engaged in service learning activities. Each site provided programs that promoted parental involvement and family literacy. Evidence of these activities included program walkthroughs, lesson plans, schedules, and other documentation review, in addition to interviews with faculty and principals.

Surveys that were developed as part of the first evaluation for teachers and principals were administered to staff at the school sites. The teacher and principal surveys may be found in Appendix L and M, respectively. A total of 158 of 213 teachers surveyed responded, for a return rate of 74.2%. A total of 13 of 16 principals completed the survey, for a return rate of 81.3%. Teachers and principals were asked the extent to which students, who regularly participated in the 21st CCLC grant activities at their school, improved their academic performance, school attendance, and behavior; and who participated in health, fitness, wellness, and/or academic enrichment activities.

Table 3 presents the results of the closed-ended questions on the Teacher Survey. Over 95% ($n=153$ or more) of the teachers responding indicated that students participating in the 21st CCLC activities improved their academics, attendance, and behavior and that they participated in health, fitness, and/or wellness activities and participated in academic enrichment activities.

Table 3
21st CCLC Teacher Survey Across All Grants

Item	<i>n</i>	Percentage responding				
		To a great extent	To a moderate extent	To a slight extent	Not at all	No response
Improved academics	158	52	42	6	0	0
Improved attendance	158	44	41	10	5	0
Improved behavior	158	36	49	13	3	0
Participated in health, fitness, and/or wellness activities	158	62	27	8	3	0
Participated in academic enrichment activities	158	73	23	4	0	0

Table 4 presents the results of the closed-ended questions on the principal survey. All of the 13 principals responding indicated that students participating in the 21st CCLC activities improved their academics and participated in health, fitness, and/or wellness activities, and in academic enrichment activities. All but one of the 13 principals responding also indicated that students improved their behavior and attendance, as a result of participating in the 21st CCLC after-school program.

Table 4
21st CCLC Principal Survey Across All Grants

Item	<i>n</i>	Percentage responding				
		To a great extent	To a moderate extent	To a slight extent	Not at all	No response
Improved academics	13	31	62	8	0	0
Improved attendance	13	54	31	8	8	0
Improved behavior	13	62	31	0	8	0
Participated in health, fitness, and/or wellness activities	13	62	31	8	0	0
Participated in academic enrichment activities	13	69	31	0	0	0

For each of these questions, the principals were asked to indicate the data/observations that they used to formulate their answers. The principals indicated that they based their positive responses on teacher assessments and observations reported to them, their own observations of increased student participation, a review of report grades, and increased test scores. The principals indicated that attendance was not a widespread issue for the participants in the after-school activities; but for those few who did have attendance issues, participation in the program appeared to lead to greater attendance and participation. The principals also reported that, in the area of behavior, most of the participating students did not, generally, have behavior problems. As indicators of behavioral improvement, the principals mentioned observations by themselves and the teachers of “more positive behaviors” and “less negative behaviors.” For example, participants tended to reduce their degree of inappropriate talking and acting out in class. Some principals went further and explained that participants tended to focus and paid more attention to

their lessons while in class and interacted more positively during classroom activities. The survey results corroborated the on-site visitation results in that the project implemented the activities anticipated in the grant with great fidelity.

The major area identified that needs additional improvement is the processes utilized for collecting and recording data. Although there were substantial changes made in the process as a result of this finding in last year’s report, there were discrepancies observed between the data derived from TERMS, the District’s Data Warehouse, and the after-school program attendance data that the grant schools reported on the Academic Year Reporting Form and submitted to the funding agency. The differences in the regular student category were not as large as last year, with only two schools demonstrating discrepancies greater than 10% (McNicol Middle 25%, Watkins Elementary 27%). Significant progress has been noted in the collection of pre-test and post-test data to support the objectives relating to the physical fitness, health education and wellness activities. Another record keeping area needing improvement is the collection of parent sign-in sheets at the parent events. Only two schools submitted sign-in sheets documenting attendance at multiple events, and ten schools did not submit sign-in sheets documenting attendance at the Summer Showcase.

3. *What are the characteristics of the grant participants and staff?*

Tables 5 through 11 present the enrollment and demographic distribution of the participants in the after-school activities across all nine grants, as reported by each school in TERMS, the District’s Data Warehouse. The total enrollment figures include any student who attended a 21st CCLC for at least one day during summer 2009 or the 2009-10 academic year. Regularly participating students are those who attended for at least 30 days during the same time period. The individual grant and school figures are presented in the individual grant reports contained in Appendix A through I.

Table 5 shows 5,214 students participated in 21st CCLC activities during the 2009-10 school year, of which 1,445 attended at least 30 days. This represents 23% and 6%, respectively, of the 22,605 students enrolled in the 16 schools in the nine grants of the 21st CCLC program in BCPS.

Table 5
Student Enrollment in 21st CCLC Program, 2009-10

Group	Total enrollment			Total
	Summer 2009 only	2009-10 academic year only	Both summer/ academic year	
Total students	72	5,014	128	5,214
Regular students ^a	22	1,333	90	1,445

Note. Summer attendance was not available for some schools.

^aRegular students are those who attended a 21st CCLC for at least 30 days during 2009-10.

Table 6 documents the average number of students attending on a daily basis in the after-school activities of the 21st CCLC. The average number of students attending daily for each program was calculated by adding the number of days in attendance for each student in that program and dividing by the number of days in operation of that program. This method is mathematically equivalent to the instructions given by the statewide grant coordinator to “take the attendance

rates for each day and average them together. The denominator in both cases will be the number of days in operation and the numerator will be the same due to the associative law of addition. Since a student is either in attendance or not on any particular day, this number will be an unduplicated average.

The total reported in Table 6 is the sum of the individual program totals as reported in the individual reports in the Appendix. This value is required by the state and federal reporting requirements in order to compare to the proposed average daily attendance contained in the budget and program worksheets submitted by the schools as part of the grant application. The proposed average daily attendance should not be confused with the commonly utilized notion of “average daily attendance” which is the attendance proportion (not number) of regular school students. The average number of students attending the 16 participating 21st CCLC schools each day was 1,061. This value is less than the proposed average daily attendance of 1,799 students. The major reasons for this shortfall are:

- The schools had competition with other after-school programs that offered services five days a week, four hours a day.
- 14 of the schools had competition with Supplemental Educational Services (SES) that provided after-school tutorial services to students that might otherwise have attended the 21st CCLC programs.
- Most of the elementary and middle schools started later than the first week of school, which meant many parents may have already found alternative after-care programs before the 21st CCLC programs began.
- The types of students targeted by 21st CCLC (academically at risk) often have a family environment that is not supportive of regular attendance of the 21st CCLC programs.
- All of the high schools offered drop-in programs where students could show up on the days when activities of interest to them were offered.
- Some of the programs served less than the proposed number of students because they were unable to hire enough staff to meet the student to staff ratios required by the grant. This was due to the fact that the budgets for some schools were reduced during the course of the grant.

Table 6
Average Number of Students Attending a 21st CCLC Program, 2009-10

	Academic year 2009-10 (total enrolled)					Overall
	Summer 2009 (total enrolled)	After school	Before school	During school	Weekend/ holidays	
All schools (actual)	63	998	0	0	0	1,061
All schools (proposed)	157	1,642	0	0	0	1,799

Note. Summer attendance was not available for some schools.

Table 7 summarizes selected demographics of students participating in the 21st CCLC during the 2009-10 school year. A total of 51% ($n=2,659$) of all participants and 48% ($n=698$) of regular participants were female, while 81% ($n=4,246$) of all participants and 89% ($n=1,285$) of the regular participants were of free or reduced-price lunch status.

Table 7
Student Demographics in 21st CCLC Program, 2009-10

Group		Gender		Free or reduced-price lunch	
		Male	Female	Yes	No
Total students (<i>n</i> =5,214)	<i>n</i>	2,555	2,659	4,246	968
	%	49	51	81	19
Regular students (<i>n</i> =1,445)	<i>n</i>	747	698	1,285	160
	%	52	48	89	11

Table 8 summarizes students with limited English proficiency and those with disabilities. Of the total participants, 13% (*n*=689) were limited English proficient, and 19% (*n*=270) of the regular participants were limited English proficient. A total of 8% (*n*=417) of the total participants and 11% (*n*=165) of the regular participants were identified as having a disability. Forty seven students (1%) were identified as homeless, with six homeless students (<1%) regularly participating.

Table 8
Student Special Needs in 21st CCLC Program, 2009-10

Group		Limited English proficient		Identified with disability		Identified as homeless	
		Yes	No	Yes	No	Yes	No
Total students (<i>n</i> =5,214)	<i>n</i>	689	4,525	417	4,797	47	5,167
	%	13	87	8	92	1	99
Regular students (<i>n</i> =1,445)	<i>n</i>	270	1,175	165	1,280	6	1,440
	%	19	81	11	89	<1	100

As shown in Table 9, among the total participants, 72% (*n*=3,748) were Black, 19% (*n*=965) were Hispanic, and 6% (*n*=320) were White. Among the regular participants, 73% (*n*=1,054) were Black, 19% (*n*=277) were Hispanic, and 5% (*n*=69) were White.

Table 9
Student Race and Ethnicity in 21st CCLC Program, 2009-10

Group		American	Asian/	Black or	Hispanic	White or	Multi-ethnic
		Indian/ Alaska Native	Pacific Islander	African American or Latino	or Latino	Caucasian American	
Total students (<i>n</i> =5,214)	<i>n</i>	8	77	3,748	965	320	96
	%	<1	1	72	19	6	2
Regular students (<i>n</i> =1,445)	<i>n</i>	3	19	1,054	277	69	23
	%	<1	1	73	19	5	2

Table 10 documents student participation by grade level. While the total participant group tended to be older (10% or more in grades 9-11), the regular participant group peaked at the 4th through 7th grade levels (11% or more).

Table 10
Student Grade Levels in 21st CCLC Program, 2009-10

Group		3	4	5	6	7	8	9	10	11	12
Total students (n=5,214)	n	223	262	235	345	262	205	1,171	1,215	1,139	157
	%	4	5	5	7	5	4	22	23	22	3
Regular students (n=1,445)	n	138	174	154	224	180	131	124	140	160	20
	%	10	12	11	16	12	9	9	10	11	1

Table 11 presents the normal school-day roles for the staff of the 21st CCLC program in Broward County. A total of 70% (n=180) of the paid staff in the academic year and 82% (n=41) in the summer program were school-day teachers, and an additional four teachers in the academic year and two in the summer were volunteers. There was no significant difference in the proportion of school-day teachers between the school-managed grants and the provider-managed grants (Z=1.1, p=0.28).

Table 11
Staff's Regular Responsibilities in 21st CCLC Program, 2009-10

Group	2009-10 academic year		Summer of 2009	
	Paid	Volunteer	Paid	Volunteer
School-day teachers (include former & substitute)	180	0	41	0
Center administrators and coordinators	22	0	3	0
Youth development workers and other non-school-day staff with a college degree or higher	1	0	1	0
Other nonteaching school-day staff	46	0	3	0
Parents	0	0	0	0
College students	0	0	0	0
High school students	0	2	0	0
Other community members	7	4	2	0
Other non-school-day staff with some or no college	1	1	0	0

Note. These categories represent the regular responsibilities of program staff during the regular school day.

4. To what extent have the grants met their stated objectives?

Modifications to the grant objectives were made by the state to respond to the recommendations for change contained in last year's evaluation and similar comments made by other school districts. As a result, the analysis of the objectives is based on the revised objectives from the state and may differ from those contained in the original evaluation proposal.

Table 12 provides a summary of the degree to which each grant met the program objectives. Two (22%) objectives were met by all of the grants, and three (33%) objectives were not met by any of the grants. The remaining four objectives were met by 33% to 89% of the grants. This resulted in an overall objective accomplishment rate of 53% for the program. A discussion of the performance of the grants on each of the specific objectives is presented. A supplemental comparison of the relative gains in academic achievement and attendance measures of program participants and non-participants is presented under Objectives 1.1 and 2.2, respectively. The extent to which objectives are met for each grant is presented in Appendix A through I.

Table 12
21st CCLC Program Objectives by Grant

Objective	Grant									Percent of grants meeting objectives
	A	B	C	D	E	F	G	H	I	
Objective 1.1	√	√	√	√	√	√	√	√	√	100
Objective 1.2	√	√	√	√	√	√	√	√	√	100
Objective 2.1	√	√	√	X	X	√	X	X	√	56
Objective 2.2	√	√	√	X	X	√	√	X	√	67
Objective 2.3	X	X	X	X	X	X	X	X	X	0
Objective 2.4	√	X	√	√	√	√	√	√	√	89
Objective 3.1	O	O	O	O	O	O	O	O	O	0
Objective 3.2	O	O	O	O	O	O	O	O	O	0
Objective 4.1,2 ^a	O	O	O	√	√	√	X	O	O	33
Percent of Objectives Met	56	44	56	44	44	66	44	33	56	53

Note: √ = objective met; X = objective not met, and O = observed but not properly documented.

^aObjectives 4.1 and 4.2 were combined as a school could have programs in either/both fitness and health/wellness.

Objective 1.1 — Seventy-five percent (75%) of students regularly participating in academic enhancement programs will improve performance in state and local standards, as demonstrated by such measures as student report cards, Benchmark Assessment Tests (BAT) and FCAT.

The results of an analysis, of the changes from 2008-09 to 2009-10 in student FCAT-SSS developmental scale scores and student yearly grade point averages (GPA) for regularly participating students, are presented in Table 13. For middle school students, the middle school GPA was used. Improvement was defined for each measure for each student, when the 2009-10 value was greater than the 2008-09 value. The number and percent of students documented in the row titled, “At least one measure,” refers to students who improved on at least one of the three measures (FCAT Reading, FCAT Mathematics, and Semester GPA). The BAT scores were not analyzed, due to the fact that their timing does not adequately reflect the impact of an academic year program. BAT1 was administered on September 9-11, 2010; and BAT2 was administered on November 16-19, 2010 for the 2009-10 school year. This interval accounts for roughly two months of a nine month academic year.

A minimum of 75% of the regularly participating students in each of the grant programs registered an improvement in state and local standards, as demonstrated by at least one of the three measures listed in the table. Therefore, this objective was achieved by all nine grants.

Table 13
Academic Performance Improvement

Grant	FCAT Reading		FCAT Mathematics		Semester GPA		At least one measure	
	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%	<i>n</i>	%
A	9	28	14	44	21	66	24	76
B	157	75	151	72	44	39	193	90
C	124	72	124	86	--	--	119	96
D	84	47	104	59	118	64	158	87
E	154	44	150	51	158	58	117	77
F	189	73	189	77	71	62	230	96
G	144	75	145	72	98	54	172	97
H ^a	26	53	26	55	36	68	51	96
I	137	72	137	79	--	--	174	90

Note. Students with missing data were excluded from the analyses; therefore, the *n*'s are not comparable to the number of regular participants. Dashes indicate data not available, due to elementary schools not calculating GPAs. The GPA value for grant F excludes Oriole Elementary for this reason.

^aOnly represents students at Northeast High as there were no regularly participating students at Blanche Ely High.

Note that this analysis only examined the impact of students participating in the program for the period of this evaluation. Conceivably, there might be some “lingering” impact on non-participants by their participation in previous years and “cumulative” impacts on current participants by the fact that they participated for more than one year.

In order to look at the relative impact of the 21st CCLC on student test scores, a series of two-way MANOVAS were performed to determine if there were differences in the rate of change in these measures between participants and non-participants over the course of the year. This was done as a supplement to the absolute analyses (individual student improvement) performed in support of the evaluation of Objective 1.1.

Table 14 presents the pattern of mean FCAT reading developmental scale scores across two years for participant and non-participant groups. Participants who attended the program for less than 30 days were excluded from these analyses. Using a MANOVA, the rate of change in means between the participant and non-participant groups—interaction effects between time and group—were examined. Utilizing the generally accepted alpha level (probability of a Type 1 error) of 0.05, only grants A ($F(1, 542)=13.43, p<0.001, \eta_p^2=0.024$); B ($F(1, 1,176)=5.60, p=0.018, \eta_p^2=0.005$); E ($F(1, 1,809)=5.13, p=0.024, \eta_p^2=0.003$); and F ($F(1, 1,523)=7.20, p=0.007, \eta_p^2=0.005$) demonstrated a difference in the rate of change in mean FCAT reading scores between participants and non-participants. For grants B and F, participants demonstrated a greater increase in mean FCAT reading scores than did non-participants. The effect size for each of these tests is small, indicating that participation in the after-school activities accounts for less than 2% of the variation in FCAT reading scores. For grants A and E, participants demonstrated

a greater decrease in mean FCAT reading scores than did non-participants. The effect sizes for each of these tests is small, indicating that participation in the after-school activities accounts for less than 3% of the variation in FCAT reading scores².

Table 14

Mean FCAT Reading Developmental Scale Scores for Participants and Non-Participants

Grant	Year	Participant			Non-Participant			Interaction	
		<i>n</i>	Mean	SD	<i>n</i>	Mean	SD	<i>F</i>	<i>P</i>
A	2008-09	32	1,844.81	302.74	692	1,846.28	241.81	13.43	<.001
	2009-10	33	1,074.58	879.58	574	1,583.63	692.33		
B	2008-09	210	1,552.94	340.70	1,035	1,598.64	308.72	5.60	0.018
	2009-10	235	1,658.53	301.82	1,106	1,666.23	347.18		
C	2008-09	124	1,318.19	279.90	241	1,433.53	341.36	2.58	0.109
	2009-10	158	1,465.46	259.03	421	1,414.52	395.68		
D	2008-09	179	1,807.37	260.44	762	1,821.99	260.85	0.45	0.501
	2009-10	189	1,367.48	793.65	648	1,448.40	768.42		
E	2008-09	154	1,805.42	251.06	2,143	1,808.88	241.28	5.13	0.024
	2009-10	166	1,362.55	798.83	1,927	1,522.91	694.25		
F	2008-09	189	1,403.77	349.31	1,386	1,688.01	351.11	7.20	0.007
	2009-10	227	1,481.59	331.88	1,544	1,708.45	403.19		
G	2008-09	144	1,600.13	320.31	2,194	1,683.07	329.20	3.13	0.077
	2009-10	163	1,682.06	330.41	2,269	1,757.02	335.38		
H	2008-09	49	1,863.73	229.99	1,290	1,889.74	240.63	2.89	0.089
	2009-10	56	1,686.73	615.15	1,183	1,517.49	774.79		
I	2008-09	137	1,302.99	297.04	299	1,510.41	367.04	3.12	0.078
	2009-10	218	1,387.78	296.88	430	1,528.53	368.61		

Table 15 presents the pattern of mean FCAT mathematics developmental scale scores across two years for participant and non-participant groups. Participants who attended less than 30 days of the program were excluded from these analyses. Using a MANOVA, the rate of change in means between the participant and non-participant groups—interaction effects between time and group—were examined. Utilizing the generally accepted alpha level (probability of a Type 1 error) of 0.05, only grants A ($F(1, 538)=11.18, p=.001, \eta_p^2=0.02$), E ($F(1, 1772)=7.08, p=.008, \eta_p^2=0.004$), and F ($F(1, 1522)=16.15, p<.001, \eta_p^2=0.001$) demonstrated a difference in the rate of change in FCAT mathematics scores between participants and non-participants. For grant F, participants demonstrated a greater increase in mean FCAT mathematics scores than did non-participants. The effect size is small, indicating that participation in the after-school activities accounts for less than 1% of the variation in FCAT mathematics scores. For grants A and E, participants demonstrated a greater decrease in FCAT mathematics scores than did non-participants (see Footnote 2).

²An adjustment of the alpha level (e.g., Bonferroni correction) for multiple analyses is not appropriate here, as this is a summary of nine individual reports. For each individual report the alpha level used is appropriately based on that grant alone. This summary merely brings together the results of the individual grant reports; and it would be inappropriate to utilize a different alpha level for a particular grant in the summary than was used in the actual analysis of the grant.

Table 15

Mean FCAT Mathematics Developmental Scale Scores for Participants and Non-Participants

Grant	Year	Participant			Non-Participant			Interaction	
		<i>n</i>	Mean	SD	<i>n</i>	Mean	SD	<i>F</i>	<i>P</i>
A	2008-09	32	1,918.00	197.68	626	1,907.71	163.91	11.18	0.001
	2009-10	33	1,083.21	951.94	574	1,557.43	770.30		
B	2008-09	210	1,650.50	258.51	1,036	1,654.27	272.57	1.67	0.197
	2009-10	235	1,714.35	236.10	1,106	1,691.07	318.75		
C	2008-09	124	1,429.81	250.23	241	1,487.37	273.73	0.32	0.574
	2009-10	158	1,542.13	264.57	421	1,508.07	330.06		
D	2008-09	177	1,945.38	166.46	672	1,909.66	174.77	0.30	0.583
	2009-10	189	1,291.81	968.39	648	1,209.45	953.19		
E	2008-09	150	1,919.16	179.68	1,916	1,880.26	183.24	7.08	0.008
	2009-10	166	1,291.83	922.87	1,927	1,453.22	823.01		
F	2008-09	189	1,503.36	311.99	1,386	1,725.74	285.67	16.15	<0.001
	2009-10	227	1,594.59	265.92	1,544	1,752.88	306.67		
G	2008-09	145	1,669.78	252.59	2,191	1,708.12	262.11	1.17	0.280
	2009-10	163	1,738.32	260.46	2,269	1,775.27	288.01		
H	2008-09	47	1,956.17	109.76	1,224	1,945.69	160.48	0.51	0.474
	2009-10	56	1,545.73	822.14	1,183	1,471.11	862.61		
I	2008-09	137	1,360.62	261.65	297	1,550.75	283.32	2.67	0.103
	2009-10	218	1,439.00	272.12	430	1,560.36	293.51		

Table 16 presents the pattern of mean GPAs across two years for participants and non-participants. Participants who attended less than 30 days in the program were excluded from this analysis. For middle school students, the middle school GPA was used; and for high school students, the high school Core GPA was used. Because elementary schools do not compute a GPA, there are no results of this analysis for grants (i.e., Grants C and I) that consist of elementary schools. Using a MANOVA, the rate of change in means between the participant and non-participant groups—interaction effects between time and group—were examined. Utilizing the generally accepted alpha level (probability of a Type 1 error) of 0.05, only grants B ($F(1, 767)=4.16, p=0.042, \eta_p^2=0.005$); D ($F(1, 1,260)=11.16, p=0.001, \eta_p^2=0.009$); F ($F(1, 784)=7.82, p=0.039, \eta_p^2=0.005$); and H ($F(1, 1,780)=12.18, p<.001, \eta_p^2=0.007$) demonstrated a difference in the rate of change in GPAs between participants and non-participants. In grants D, F, and H, participants demonstrated a greater increase in GPAs than did non-participants. The effect sizes for each of these tests are small, indicating that participation in the after-school activities accounts for less than 1% of the variation in GPAs. In grant B, non-participants demonstrated a greater decrease in GPAs than did participants. The effect size of this test is small, indicating that non-participation in the after-school activities accounts for less than 4.3% of the variation in GPAs (see Footnote 2).

Table 16
Mean GPAs for Participants and Non-Participants

Grant	Year	Participant			Non-Participant			Interaction	
		<i>n</i>	Mean	SD	<i>n</i>	Mean	SD	<i>F</i>	<i>P</i>
A	2008-09	32	2.07	0.94	991	1.76	1.14	0.11	0.736
	2009-10	33	2.48	0.59	1,046	2.08	0.89		
B	2008-09	112	2.73	0.78	668	2.62	0.83	4.16	0.042
	2009-10	235	2.63	0.74	1,276	2.36	1.05		
D	2008-09	181	1.81	1.17	1,081	1.61	1.11	11.16	0.001
	2009-10	189	2.42	0.60	1,113	2.01	0.88		
E	2008-09	158	1.85	1.09	2,832	1.54	1.13	2.87	0.090
	2009-10	166	2.35	0.74	3,095	1.89	0.93		
F	2008-09	71	2.54	0.85	719	2.80	0.88	4.27	0.039
	2009-10	137	2.67	0.70	1,284	2.80	0.99		
G	2008-09	75	2.58	0.90	1,409	2.63	0.93	1.97	0.160
	2009-10	163	2.73	0.86	2,475	2.51	1.07		
H	2008-09	53	1.63	1.26	1,729	1.83	1.19	12.18	<0.001
	2009-10	56	2.45	0.65	1,815	2.22	0.96		

Note. Elementary schools do not compute a GPA, therefore, results are not provided for Grants C and I and Oriole Elementary is excluded from Grant F.

Objective 1.2 — All students regularly participating in center programs will participate in academic enrichment activities, aligned to state standards in core academic areas, in non-traditional settings that address the diverse learning needs of the target population as demonstrated by teacher and center staff lesson plans.

The evaluator visited all of the 16 school sites, as part of this evaluation effort. The evaluator utilized the same interview protocol and observation instrument to guide the site visitations that was developed for last year’s evaluation. A copy of these instruments is contained in Appendix J and K, respectively. During the site visits, the after-school activities were observed, interviews were conducted with the site personnel, and program documents, including lesson plans, were examined. The lesson plans reviewed were examined to determine whether they reflected a broad array of enrichment activities and whether they were aligned to the Sunshine State Standards. Alignment was determined by observing references to the appropriate standards in the lesson plans.

The evaluator, as part of site visitations, observed site operations, interviewed center staff, and reviewed a collection of lesson plans assembled by staff as representative of the activities provided. In addition, the grant coordinator made regular site visitations during the year, observing activities and reviewing lesson plans. The results of both of these data collection activities (site visitation and document review by both the evaluator and grant coordinator) indicate that academic enrichment activities were aligned to state standards in non-traditional settings that addressed the diverse needs of the target population. Examples of these academic enrichment activities include reading circles, hands-on cooperative learning activities, computer-assisted instruction, tutoring, and homework assistance. Therefore, we can conclude that all of the grants met this objective.

Objective 2.1 – Eighty percent (80%) of students regularly participating in the 21st CCLC program who have more than five unexcused absences the previous year, will have fewer absences than non-21st CCLC program participants at the school with more than five unexcused absences the previous year.

Table 17
Comparison of the Number of 2009-10 Absences for Participants and Non-participants Who Had More Than Five Unexcused Absences the Previous Year

Grant	Mean number of absences for non-participants	Participants with fewer absences than the mean number of absences for non-participants	
		<i>n</i>	%
A	14.9	5	83
B	13.0	15	84
C	9.6	7	81
D	16.6	30	73
E	16.0	26	73
F	13.7	28	91
G	13.9	16	74
H ^a	16.7	5	31
I	10.3	22	81

^aOnly represents students at Northeast High as there were no regularly participating students at Blanche Ely High.

Table 17 presents the proportion of students regularly participating in the 21st CCLC program who had more than five unexcused absences the previous year, and had fewer absences than the mean of non-21st CCLC program participants at the same school, with more than five unexcused absences the previous year. This proportion was greater than the objective criteria of 80% for grants A, B, C, F and I. Therefore, we can conclude that these grants met this objective, while grants D, E, G, and H, did not.

Objective 2.2 — Eighty percent (80%) of regularly participating students in the 21st CCLC program who had five or fewer unexcused absences the previous year will have the same or fewer unexcused absences then they had the previous year.

Table 18
Number and Percentage of Students Participating Who Had Five or Fewer Unexcused Absences the Previous Year and Had the Same or Fewer Unexcused Absences in 2009-10

Grant	Improving	
	<i>n</i>	%
A	25	96
B	146	83
C	145	99
D	105	75
E	84	71
F	155	87
G	105	83
H ^a	18	55
I	147	82

^aOnly represents students at Northeast High as there were no regularly participating students at Blanche Ely High.

Table 18 presents the proportion of regularly participating students in the 21st CCLC program who had five or fewer unexcused absences the previous year and had the same or fewer unexcused absences during the 2009-10 school year. This proportion was greater than the objective criteria of 80% for grants A, B, C, F, G and I. Therefore, we can conclude that these grants met this objective, while grants D, E, and H, did not.

In order to look at the relative impact of the 21st CCLC on student's unexcused absences, a series of two-way MANOVAS were performed to determine if there were differences in the rate of change in these measures between participants and non-participants over the course of the year. This was done as a supplement to the absolute analyses (individual student improvement) performed in support of the evaluation of Objectives 2.1 and 2.2.

The findings of importance are not simple group differences but rather differences in the rate of change in means between the participant and non-participant groups. Therefore, the interaction effects between time and group membership (i.e., participant or non-participant group) are the main findings of interest; these effects indicate the amount of variance in the dependent variables that is explained by rate of change differences between groups.

Table 19 presents the pattern of mean unexcused absence rates across two years for participant and non-participant groups. The data utilized in these analyses were the absence data for students' regular school day and are thus not affected by the discrepancies observed in the after-school program attendance data. Participants who attended less than 30 days of the program were excluded from these analyses. Utilizing the generally accepted alpha level (probability of a Type 1 error) of 0.05, only Grant B ($F(1, 1,345)=4.30, p=0.038, \eta_p^2=0.003$), D ($F(1, 1,216)=10.62, p=0.001, \eta_p^2=0.009$), and E ($F(1, 2,872)=4.25, p=0.039, \eta_p^2=0.001$) demonstrated a difference in the rate of change in unexcused absence rates between participants and non-participants. These three grants demonstrated a difference, due to a greater increase in mean unexcused absences for participant groups. The small effect size indicates that participation in after-school activities accounted for less than 1% of the variation in the unexcused absence rate.

Table 19
Mean Unexcused Absence Rates for Participants and Non-Participants

Grant	Year	Participant			Non-Participant			Interaction	
		<i>n</i>	Mean	SD	<i>n</i>	Mean	SD	<i>F</i>	<i>P</i>
A	2008-09	32	3.03	3.18	960	7.24	9.05	2.65	0.104
	2009-10	33	3.82	4.75	1,040	12.14	18.52		
B	2008-09	215	2.89	3.78	1,138	5.18	7.57	4.30	0.038
	2009-10	235	3.89	3.98	1,310	7.14	9.86		
C	2008-09	155	1.64	2.38	935	2.62	3.78	3.26	0.071
	2009-10	158	1.51	2.22	1,283	3.05	4.05		
D	2008-09	181	3.99	4.93	1,039	9.26	11.60	10.62	0.001
	2009-10	189	5.43	5.70	1,110	14.62	17.45		
E	2008-09	156	4.19	5.24	2,723	8.98	11.20	4.25	0.039
	2009-10	166	7.14	9.00	3,087	13.96	16.95		
F	2008-09	211	2.66	4.18	1,801	3.99	7.52	0.17	0.679
	2009-10	227	3.44	3.88	2,079	4.88	8.29		
G	2008-09	149	2.68	3.83	2,293	4.92	8.53	1.59	0.207
	2009-10	163	3.64	4.60	2,507	6.86	10.88		
H	2008-09	49	4.16	4.88	1,687	9.04	12.07	0.01	0.917
	2009-10	56	10.13	9.89	1,810	16.38	19.35		
I	2008-09	208	2.51	3.13	949	3.30	4.28	2.73	0.099
	2009-10	218	3.36	3.63	1,252	3.80	4.37		

Objective 2.3 — Seventy-five percent (75%) of students regularly participating in the 21st CCLC program at the school who have one or more internal suspension the previous year, will have fewer internal suspensions than those non-21st CCLC students at the school with one or more internal suspension the previous year.

Table 20
Comparison of the Number of 2009-10 Internal Suspensions for Participants and Non-participants Who Had One or More Internal Suspensions the Previous Year

Grant	Mean number of internal suspensions for non-participants	Participants with fewer internal suspensions than the mean number of internal suspensions for non-participants	
		<i>n</i>	%
A	2.2	2	18
B	2.7	5	13
C ^a	1.5	1	50
D	2.2	1	17
E	1.9	4	36
F	2.2	12	31
G	2.2	8	65
H ^b	2.0	5	71
I	1.7	1	13

^aOnly represents students at Wilton Manors Elementary as there were no participants with suspensions last year at Broadview Elementary.

^bOnly represents students at Northeast High as there were no regularly participating students at Blanche Ely High.

Table 20 presents the proportion of students regularly participating in the 21st CCLC program who had one or more internal suspensions the previous year, and had less internal suspensions than the mean of non-21st CCLC students at the school with one or more internal suspension the previous year. This proportion was not greater than the grant objective of 80% for any of the grants. Therefore, we can conclude that none of the grants met this objective. A relative analysis of program participants, involving the interaction term of a two-way MANOVA, was not

performed, due to too few students with internal suspensions in the participant groups to perform a meaningful relative analysis.

Objective 2.4 — Seventy-five percent (75%) of regularly participating students in the 21st CCLC program who had no internal suspensions the previous year will have no internal suspensions during the current year.

Table 21
Proportion of Students Who Had no Internal Suspensions Last Year and Had no Internal Suspensions This Year

Grant	Improving	
	<i>n</i>	%
A	18	82
B	131	66
C	152	96
D	183	100
E	124	85
F	167	87
G	119	82
H ^a	42	86
I	205	97

^aOnly includes data for Northeast High School.

Table 21 presents the proportion of regularly participating students in the 21st CCLC program who had no internal suspensions the previous year and had no internal suspensions during the current year. This proportion was greater than the objective criterion of 75% for all of the grants, except for Grant B, which did not meet this objective.

Objective 3.1 – The 21st Century Community Learning Centers will result in increased parental involvement (10% of regularly attending students’ parents will participate in the first activity; 20% will participate in the final activity) in positive activities beyond the school day, as demonstrated by parental sign-in sheets.

The data necessary to evaluate the accomplishment of this objective was not available for any of the grants. Even though there were parental sign-in sheets collected at each of the events, there is no way of determining which of the attending parents were associated with regularly attending students, as required by the objective statement. This is due to the fact that student names were not included on the data file that was used to determine which students were regular participants. Additionally, in most cases, student information was not collected on the sign-in sheets and an accurate identification of the appropriate student cannot be made based solely on a parent’s signature.

Objective 3.2 — Twenty percent (20%) of regularly participating students’ family members, will participate in the End of the Summer Family Showcase, as demonstrated by such measures as parental sign-in sheets.

The data necessary to evaluate the accomplishment of this objective was not available for any of the grants. Even though there were parental sign-in sheets collected at each of the events, there is no way of determining which of the attending family members were associated with regularly attending students, as required by the objective statement. This is due to the fact that student names were not included on the data file that was used to determine which students were regular participants. Additionally, in most cases, student information was not collected on the sign-in sheets and an accurate identification of the appropriate student cannot be made based solely on a parent’s signature.

Objective 4.1 — Seventy-five percent (75%) of regularly participating 21st CCLC students who participate in health and wellness activities will improve their knowledge and/or performance, as demonstrated by such measures as pre- and post-assessments.

Table 22
Proportion of Participants in Health and Wellness Activities Who Improved Their Knowledge

Grant	Participants Improving	
	<i>n</i>	%
A	--	--
B	--	--
C	--	--
D	22	100
E	73	99
F ^a	24	96
G ^b	--	67
H	--	--
I	--	--

Notes: Dashes indicate data not available.

^aOnly includes data for Oriole Elementary School

^bOnly percentages reported by school

Table 22 presents the number and proportion of participants in health and wellness activities who improved their knowledge, as measured by pre-test and post-test scores. The health education activities were structured to provide students an appreciation of and knowledge about the aspects of a healthy lifestyle and positive character development. Only four grants submitted pre-test and post-test data for health and wellness activities. Three of these four schools met this objective. Since the grants were not required to offer both health

and wellness activities (Objective 4.1) and fitness activities (Objective 4.2), a lack of data could indicate that the activity was not offered or that the data gathering and submission procedures were deficient.

Objective 4.2 — Seventy-five percent (75%) of regularly participating 21st CCLC students who participate in fitness activities will improve their knowledge and/or performance, as demonstrated by such measures as pre- and post-assessments.

Table 23
Proportion of Participants in Fitness Activities Who Improved Their Performance

Grant	Participants improving	
	<i>n</i>	%
A	--	--
B	--	--
C ^a	140	100
D	--	--
E ^b	28	88
F ^c	22	81
G	--	--
H	--	--
I	--	--

Notes: Dashes indicate data not available.

^aOnly includes data for Broadview Elementary School.

^bOnly includes data for Coconut Creek High School.

^cOnly includes data for Crystal Lake Elementary School.

Table 23 presents the number and proportion of participants in fitness activities who improved their performance, as measured by pre-test and post-test scores. The fitness activities included free play activities, organized sports, dance groups, and weight training. Only three grants submitted pre-test and post-test data for fitness activities, however, the data submitted only represents one of two participating schools for each grant. Since the grants were not required to offer both health and wellness activities (Objective 4.1) and fitness activities (Objective 4.2), a lack of data could indicate that the activity was not offered or that the data

gathering and submission procedures were deficient.

Regarding health, wellness and physical fitness activities (Objectives 4.1 and 4.2), 100% of the principals responding indicated that their students were participating in health, wellness, and/or fitness activities, a fact that was corroborated by the evaluator’s site visits. The evaluator observed the collection of data and made recommendations for improvement. However, complete pre-test and post-test data were not available from Grants A, B, H and I, even though the activities were provided.

5. *What have been the factors that either facilitated or blocked the accomplishment of the grants’ goals? What best practices were identified for the 21st CCLC grant program?*

Teachers were asked, on the surveys conducted as part of the evaluation, to identify factors that facilitated the accomplishment of the grants’ goals. These questions were also addressed during the interviews conducted as part of the on-site visitations. Table 24 presents a summary of the comments on the Teacher Survey regarding the factors that contributed to the success of the 21st CCLC at their school. The primary factors mentioned referred to the staffing and structure of the program. The most frequently mentioned facilitating factors were having highly committed teachers in the after-school program, together with the support of the administrative staff. Factors mentioned after that were the structural factors of diverse, highly engaging activities, and student choice of activities.

Table 24

Teacher Comments – Facilitating Factors

Category of comment	N	%
Strong, highly dedicated and collaborative teachers	42	21
Support and strength of administration and staff	26	13
Diversity of highly engaging activities	25	12
Students had opportunity to choose from a variety of academically enriching programs	25	12
Participation of dedicated students	19	9
Consistent/structured program	16	8
Solid, creative, and flexible curriculum	16	8
After-school activities/tutoring services	11	5
Connection between teachers and students	10	5
Efficiency of the coordinators	8	4
Technology available	4	2
Transportation to the programs for the students	2	1
Total	204	100

The interviews, conducted on-site with the principals and teachers, identified the same facilitating factors as in Table 26. In all of the interviews conducted, the presence of a staff, who was dedicated to the program and connected to the school, was identified as a primary facilitating factor. The interviews revealed that the teachers and students came to know each other in a different environment that was less threatening. This improved the relationship between teacher and student, during the regular school day. The after-school teachers could communicate easily with the student's regular classroom teachers (if they were not their regular teacher) and determine the student's needs and homework assignments.

The interviews also revealed the benefit of the diversity of highly engaging activities provided and the fact that students not only chose to be a part of the after-school program, they also had the ability to choose the enrichment activities in which they wanted to participate. The on-site observations also supported the reports that students were engaged and enthusiastic regarding these activities.

During many of the interviews, both the teachers and principals mentioned that the learning environment in the after-school program was much different from the school day. Part of that difference was that there were no judgments (e.g., tests or other evaluations), and that students felt more comfortable in exploring new things and asking questions. They felt the freedom to make mistakes and learn from them in an academic setting. Tied in with this was the fact that all of the programs demonstrated a structured program with a consistent schedule which allowed the flexibility to explore within a predictable and comfortable environment.

Table 25 presents a summary of the comments on the Teacher Survey regarding the factors which contributed to blocking the success of the 21st CCLC at their school. The primary factor identified was funding cuts resulting in a lack of resources. This item was also reflected in the on-site interviews and resulted in such difficulties as inability to serve all of the students in need, inadequate staff, inadequate resources for enrichment activities, etc. The issues of student behavior (some students treated all of the activities as playtime) and sporadic attendance on the

part of some students was the next most frequently mentioned blocking factor. Related to the attendance issue was a perception of a lack of organization or inconsistencies in the program.

Table 25
Teacher Comments – Blocking Factors

Category of comment	<i>n</i>	%
Financial - limited resources	33	35
Student behavior/attendance in program	18	19
Lack of organization/inconsistency of the program	13	14
Program was not available to all students	6	6
Lack of dedicated, qualified teachers	6	6
Limited time frame of the program	5	5
Lack of parent involvement	5	5
Class sizes were too large	4	4
Lack of field trips/special activities	3	3
Student mobility	2	2
Total	95	100

A major contributing factor of the success of an optional educational program was the parent and student satisfaction with the program; and the perception that the program was not only entertaining but also contributed to academic success. Table 26 summarizes the results of the question on the Parent and Student Surveys that dealt most directly with program satisfaction. The Parent and Student Surveys may be found in Appendix N and O, respectively. The Parent Surveys were distributed and completed by the parents at the last parent night ($n=1,265$). The Student Surveys were completed by the students during the after-school activities ($n=1,577$). This methodology insured that all of the parents attending the last parent night and all of the students attending the after-school activities on the day of the administration completed the survey. However, those parents that could not attend the last parent night and those students who were not in attendance during the day of administration were excluded from the survey results. Overall, 88% of the parents responding to the survey agreed that they were happy with the program; and 83% of the students responding to the survey agreed that they liked the program.

Table 26
Parent and Student Survey Results Regarding Program Satisfaction

Grant	Parents		Students	
	<i>n</i>	% happy with the program	<i>n</i>	% liked the program
A	91	77	126	84
B	178	86	219	89
C	283	94	177	82
D	177	86	130	88
E	239	88	147	70
F	128	85	184	75
G	49	95	100	83
H	131	96	298	83
I	124	90	196	91
Total	1,400	88	1,577	83

Table 27 summarizes the results of select questions on the Student Survey that dealt with the academic benefits of the program. More than 74% of the students responding for all of the grants indicated that the program helped them with their reading ability. More than 70% of the students responding for all of the grants, except D (67%) and E (50%), indicated that the program helped them with their mathematics. More than 75% of the students responding for all grants, except C (71%), D (74%), E (61%), F (62%), and G (74%), indicated that the program helped them with their homework. More than 75% of the students responding for all of the grants, except C (69%), D (66%) and E (50%), reported that the program helped them with their technology learning. More than 75% of the students responding for all of the grants, except C (68%), D (67%) and E (49%), reported that the program helped them with their school attendance. The complete survey results are presented by grant in the individual reports in the Appendix.

Table 27
Percentage of Students Responding that the Program Helped With the Following Areas

Grant	<i>n</i>	Reading ability	Mathematics	Homework	Technology learning	School attendance
A	126	90	89	81	90	91
B	219	91	95	82	90	91
C	177	74	70	71	69	68
D	130	76	67	74	66	67
E	147	82	50	61	50	49
F	184	93	80	62	81	76
G	100	94	91	74	89	86
H	298	82	76	82	76	77
I	196	93	77	75	80	79

While administrative problems surfaced in the Teacher Survey responses, it was mentioned more frequently by the principals and in interviews with the District grant coordinator. It was reported that there was a lack of flexibility and inconsistency in grant oversight. The leadership indicated that there was an inordinate amount of difficulty in getting approval for changes in the budget that were needed to respond to changing conditions at the schools.

During the site visitations, one of the aspects of the after-school programs that was mentioned at virtually every location can be described as the societal impact of the program. The after-school program provided a safe place for children, many of whom had parents that worked during the day and had to take care of themselves between the end of school and the end of the work day. Perhaps most importantly, these after-school programs provided some place for children to go when their parents were still working. Not only do the programs provide for academic, physical, and social improvement opportunities for children, they also reduce the consequences of children left unsupervised for hours after school, including a potential reduction in juvenile delinquency.

Best Practices

There is a strong relationship between the elements of effective after-school programs identified in the literature and the factors identified by the principals and teachers as facilitating the success of the program. The elements identified in last year's evaluation were made part of the previous

recommendations. As a result, these elements were observed as part of the after-school program this year during the site visitations and interviews, where they were identified by the teachers and principals as positive factors that contributed to the success of the program:

1. *Highly committed teachers who are part of the regular staff who work well together*

This resulted in having teachers involved in the program who were excited by what they were doing and were highly knowledgeable regarding the curriculum and the students. They communicated easily with the students' regular teachers. The presence of teachers who are highly trained, have specific content knowledge and knowledge of each student's needs; who communicate regularly with the school staff; and who can design instruction to meet the needs of the students have been identified in the literature as characteristics of successful after-school programs.

All of the program leaders described that this feature was the major key to success. Methods for assuring that the teachers were committed to the program ranged from teacher application procedures to the direct selection of teachers by school administrators with first hand knowledge of their strengths and weaknesses. Perhaps the most effective procedure observed was the use of a Request for Proposal process to choose the after-school staff. This approach entailed asking teachers, who desired to participate in the after-school activities, to write a proposal describing their intended approach and the activities they wished to provide the participants. This way, a set of activities could be selected, so that each one already had a teacher committed to its success.

2. *Differentiated, targeted support*

The academic enrichment activities have been aligned to the identified needs of the students in their classes through tutoring, homework help, and activities that reinforce class lessons. These characteristics have also been identified in the literature as characteristics of a successful after-school program.

One of the positive implications of the best practice of hiring teachers who are part of the regular staff was that the teachers in each of these grant programs were intimately familiar with the curriculum of the school and communicate regularly with the students' classroom teachers. Both teachers and the principals pointed out in the interviews that, because of this, activities can be structured and homework assistance provided that correspond to the already identified weaknesses of the students.

3. *A consistent/structured program with strong leadership*

The structured nature of the program led students into a routine that could be reinforced on a daily basis and provides a strong framework within which the diversity of activities could occur. This has been identified by the program staffs as a facilitating factor, and in the literature, as a characteristic of a successful after-school program.

All of the grant programs have a structured and consistent set of activities that fully defines the use of time. This fact was observed by reviewing the written schedules at each of the visitations and comparing them to the activities observed. During the interviews with program leaders and teachers, the benefits of structure for successfully integrating the diversity of activities provided was discussed and identified as an essential element of program success.

4. *Student's choice*

The fact that students chose to be in the program and were able to choose the enrichment activities in which they wished to engage provides a strong degree of commitment to those choices. Both the program staff and the literature identify this as a component of a successful after-school program.

Through the interviews with teachers and program leaders, the benefits of student choice rose to the level of a best practice. Both groups observed that students not only chose to be in the program, but also chose the supplementary activities in which they wanted to be involved. This brought a sense of commitment and ownership to the students towards the success of these activities. Due to the combination of a strong leadership, the optionality of the program, and the desire of the students to be in the program, negative behavior was relatively rare and was dealt with firmly and successfully. Students did not want to miss out on program activities and realized that bad behavior would place that desire in jeopardy.

Summary and Conclusions

The after-school programs in BCPS funded by the 21st CCLC grant program appear to be operated in full fidelity to the program requirements. Survey findings revealed that over 90% ($n=15$ or more) of 16 responding principals, and over 95% ($n=153$ or more) of the teachers responding, indicated that students participating in the 21st CCLC activities improved their academics, attendance, and behavior; and that they participated in fitness and/or health/wellness activities and in academic enrichment activities.

Improvements have been noted in the areas covered by the recommendations in last year's evaluation. In particular, an Excel file and standardized procedures have been developed for the recording of student attendance. While this procedure has improved attendance reporting, this evaluation has found that significant discrepancies still exist between the data extracted from the District's Data Warehouse and the school reports. The objectives regarding student attendance and behavior have been changed to examine, separately, students who did not have issues in these areas last year and those that did. Some of the former objectives have been dropped, which results in a more focused program plan. It is apparent that the best practices identified in last year's report have been incorporated in the administration of each of the grants, specifically, the utilization of committed school staff and the provision of student choice in activities.

Out of the eight program objectives, all of the grants accomplished two of them (improve academic performance and participate in academic enrichment). Improvement in academic performance was measured by the proportion of students who improved in at least one measure of academic performance [Florida Comprehensive Assessment Test (FCAT) Reading, FCAT Mathematics, grade point average (GPA)]. Participation in academic enrichment was measured by a review of schedules, lesson plans, and site visitations.

Improvement in attendance was split into two objectives this year. The first objective determined the proportion of participants with more than five absences last year, who had fewer absences this year than the mean of the non-participants who had more than five absences last year. Five out of the nine grants accomplished this objective. The second absence related objective

measured the proportion of students with five or fewer absences last year, who had the same or fewer absences this year. Six of the nine grants met this objective.

Improvement in behavior was also split into two objectives this year. The first objective determined the proportion of participants with one or more internal suspensions last year, who had fewer suspensions this year than the mean of the non-participants that had one or more internal suspensions last year. None of the nine grants accomplished this objective. The second behavior related objective measured the proportion of students who had no internal suspensions last year and had no internal suspensions this year. Eight of the nine grants met this objective.

Improvement in health/wellness and fitness was also split into two objectives this year. While reported separately, these objectives were combined when determining whether grants met their objectives, since grants were only required to have one or the other of these activities. Six of the grants failed to meet the objective, all but one due to the fact that complete pre- and post-test records were not available for either health/wellness or fitness activities at one or more of the schools in the grant. The site visitation at all schools, however, did confirm that these activities were provided at all locations.

There were two parent involvement objectives. None of the grants met these objectives because the data necessary to evaluate the accomplishment of these objectives was not available. The objectives required measurement of the number of attending parents of regularly attending students; however, there was no way of determining which of the attending parents were associated with regularly attending students, as required by the objective statements. Even though there were parental sign-in sheets collected at each of the events, in most cases, student information was not collected on the sign-in sheets and an accurate identification of the appropriate student cannot be made based solely on a parent's signature.

There is a strong relationship between the findings in the literature regarding the best practices of successful after-school programs and the factors identified by principals and teachers that contributed to the success of the program. The presence of these elements was confirmed by the evaluator during the site visitations and interviews: Highly committed teachers who are part of the regular staff work well together; differentiated, targeted support; a consistent/structured program with strong leadership; and voluntary participation.

Note that this study only examined the impact of students participating in the program for the period of this evaluation. Conceivably, there may be a "lingering" impact on non-participants by their participation in previous years, and "cumulative" impacts on current participants, by the fact that they participated for more than one year. Caution should also be used when interpreting the after-school attendance data, as there continues to be discrepancies identified between the data each grant reported on the Academic Year Reporting Form and the data extracted from the District Data Warehouse, which were utilized in this report.

Recommendations

1. By March 2011, the 21st CCLC Project Director will implement consistent processes for collecting and reporting data to comply with the reporting requirements and objectives of the 21st CCLC program. While improvements were observed in the collection of attendance (reporting requirements of Objectives 1.1, 2.1, 2.2, 2.3, and 2.4) and pre-test/post-test data (Objectives 4.1 and 4.2), there were still significant problems associated with the availability and accuracy of data pertaining to parent involvement data (Objectives 3.1 and 3.2), and fitness and health/wellness activities (Objectives 4.1 and 4.2). For example, Objectives 3.1 and 3.2 require measuring the number of parents of regularly participating students; however, student names were not collected at most parent events so there was no way to determine which students would become a regular participant by the end of the program. Therefore, process improvements should include capturing student names on parent sign-in sheets at all events.
2. By April 2011, the 21st CCLC Project Director will work with Florida Department of Education (FDOE) staff to create a better defined goal for measuring increases in parent involvement. Currently, Objective 3.1 calls for increased parent involvement from the first to the last parent activity, which has proven to be problematical, even beyond data collection issues. The first activity tends to be a large open house to introduce the program, and the final activity tends to occur at the end of the school year when parent attendance is low. Additionally, at schools where the program is a series of parent workshops, there occurs a natural attrition from the first to the last workshop. Therefore, an increase from the first to the last parent activity is an inappropriate expectation, and an inaccurate measure of parent involvement. An objective based on mean attendance and a proportion of the regularly attending students (e.g., the average attendance at parent training workshops will exceed X percent of the number of regularly participating students) would be more appropriate.

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Appendix A
Grant A
Stranahan High School

Grant A consists solely of Stranahan High School and is managed by the YMCA through a contract with the Children’s Services Council. Overall, the grant met five out of the nine objectives (improve academic performance, participate in academic enrichment, improve attendance for those who had more than five unexcused absences last year and for those who had five or fewer unexcused absences last year and improved classroom behavior for students who had no internal suspensions last year). The grant failed objectives concerning improved classroom behavior for students who had one or more internal suspensions last year, increased level of parent involvement, improved in family member participation in End of Summer Family Showcase, and demonstrate progress in fitness and/or health/wellness. Note that Objectives 4.1 and 4.2 were combined as a school could have programs in either or both fitness and health/wellness.

Student Attendance and Enrollment

Tables 1 through 6 present the enrollment and demographic distribution of the participants in the 21st CCLC after-school activities during the 2009-10 school year. The total enrollment figures include any student who attended a 21st CCLC for at least one day during summer 2009 or the 2009-10 academic year. Regularly participating students are those who attended for at least 30 days during the same time period. This grant had a discrepancy between the attendance data that schools reported on the Academic Year Reporting Form submitted to the funding agency and the numbers extracted from TERMS.

Table 1 shows that 864 students participated in 21st CCLC activities at Stranahan High School during the 2009-10 school year, of which 33 attended at least 30 days. This represents 45% and 2%, respectively, of the 1,910 students at Stranahan High School contained on the data file extracted from the District’s Data Warehouse. This program operated in large part as a drop-in program, whereby students showed up on the days the activities they were interested in or needed on that day (e.g., homework assistance) were offered. This is the primary reason for the large difference between the total participants and the number of regular participants. No summer enrollment or hours of operation were reported.

Table 1
Student Enrollment in 21st CCLC Program, 2009-10

Group	Total enrollment			Total
	Summer 2009 only	Academic year only	Summer and academic year	
Total students	0	864	0	864
Regular students	0	33	0	33

Table 2 documents the average number of students attending on a daily basis in the after-school activities of the 21st CCLC. The average number of students attending daily for each program was calculated by adding the number of days in attendance for each student in that program and

dividing by the number of days in operation of that program. This method is mathematically equivalent to the instructions given by the statewide grant coordinator to “take the attendance rates for each day and average them together.” Since a student is either in attendance or not on any particular day, this number will be an unduplicated average.

This average is mandatory by the state and federal reporting requirements, in order to compare to the proposed average daily attendance contained in the budget and program worksheets submitted by the schools as part of the grant application. The proposed average daily attendance should not be confused with the commonly utilized notion of “average daily attendance,” which is the attendance proportion (not number) of regular school students.

The average number of students attending each day (total recorded attendance divided by number of days of operation) was 77 for all students who attended the after-school program at Stranahan High School during the academic year. On the Academic Year Reporting Form, the school reported a higher average of 160 students attending each day, creating a discrepancy between the manual collection of attendance data and attendance data entered into TERMS. These values are below the proposed amounts of 165 for the after-school activities. The major reasons for this shortfall are:

- The schools had competition with other after-school programs that offered services five days a week, four hours a day.
- The schools had competition with Supplemental Educational Services (SES) that provided after-school tutorial services to students that might otherwise have attended the 21st CCLC programs.
- The school programs started later than the first week of school, which meant parents had already found alternative after-care programs before the 21st CCLC programs began.
- The types of students targeted by 21st CCLC (academically at risk) often have the least supportive families to ensure that they regularly attend the 21st CCLC programs.

Table 2
Average Number of Students Attending a 21st CCLC Program, 2009-10

	Academic year					Overall
	Summer 2009	After school	Before school	During school	Weekend/ holidays	
Actual	0	77	0	0	0	77
Proposed	0	165	0	0	0	165

Table 3 summarizes selected demographics of students participating in 21st CCLC at Stranahan High School during the 2009-10 school year. A total of 54% ($n=464$) of all participants were female, and 64% ($n=21$) of the regular participants were female. A total of 76% ($n=655$) of the total participants and 82% ($n=27$) of the regular participants were on free or reduced-price lunch. Broward County Public Schools does not collect data on single parent homes.

Table 3
Student Demographics in 21st CCLC Program, 2009-10

Group		Gender		Identified as single parent			Free or reduced-price lunch		
		Male	Female	Female head of household	Male head of household	No	Yes	No	Unknown
Total students (<i>n</i> =864)	<i>n</i>	400	464	--	--	--	655	209	0
	%	46	54	--	--	--	76	24	0
Regular students (<i>n</i> =33)	<i>n</i>	12	21	--	--	--	27	6	0
	%	36	64	--	--	--	82	18	0

Note. Dashes indicate that data is not available because BCPS does not collect data on single parent homes.

Table 4 summarizes students with limited English proficiency and those with disabilities. Of the total participants at Stranahan High School, 8% (*n*=65) were limited English proficient; and 30% (*n*=10) of the regular participants were limited English proficient. A total of 6% (*n*=53) of the total participants and 6% (*n*=2) of the regular participants were identified as having a disability. Of the total participants, six (<1%) were identified as homeless. None of the regular students in the program were identified as homeless.

Table 4
Student Special Needs in 21st CCLC Program, 2009-10

Group		Limited English proficient			Identified with disability			Identified as homeless		
		Yes	No	Unknown	Yes	No	Unknown	Yes	No	Unknown
Total Students (<i>n</i> =864)	<i>n</i>	65	799	0	53	811	0	6	858	0
	%	8	93	0	6	94	0	1	99	0
Regular Students (<i>n</i> =33)	<i>n</i>	10	23	0	2	31	0	0	33	0
	%	30	70	0	6	94	0	0	100	0

As shown in Table 5, among the total participants, 71% (*n*=612) were Black, 15% (*n*=133) were Hispanic, and 7% (*n*=57) were White. Among the regular participants, 85% (*n*=28) were Black, 12% (*n*=4) were Hispanic, and none were White.

Table 5
Student Race and Ethnicity in 21st CCLC Program, 2009-10

Group		American	Asian/	Black or	Hispanic	White or	Multi-ethnic
		Indian/Alaska Native	Pacific Islander	African American	or Latino	Caucasian American	
Total Students (<i>n</i> =864)	<i>n</i>	1	36	612	133	57	25
	%	<1	4	71	15	7	3
Regular Students (<i>n</i> =33)	<i>n</i>	0	0	28	4	0	1
	%	0	2	85	12	0	3

Table 6 documents student participation by grade level. There was a slight tendency for the students to be younger, with 68% (*n*=586) of the regular students in grades 9 or 10, and 63% (*n*=21) of the regular students in grades 9 or 10.

Table 6
Student Participation by Grade Levels in 21st CCLC Program, 2009-10

Group		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Total Students (n=864)	n											299	287	247	31
	%											35	33	29	4
Regular Students (n=33)	n											10	11	11	1
	%											30	33	33	3

Note. 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. Shaded areas indicate not applicable.

Program Operation

Table 7 presents the total number of weeks, the typical number of days per week, and the number of hours per day that each site was in operation during the 2009-10 academic year. The program at Stranahan operated for 30 weeks at four days per week during the academic year. No summer enrollment or hours of operation were reported.

Table 7
Hours of Operation, 2009-10

Time Period	Total No. of weeks site was open	Total No. of days site was open	Typical No. of days per week site was open	Typical number of hours per week site was open:				TOTAL number of days site operated:				
				Before School	After School	Weekends	In the Summer	Before School	After School	Weekends	In the Summer	
Summer 2009	0	0	0	0	0	0	0	0	0	0	0	0
2009-10 Academic Yr.	30	113	4	0	12	0	0	0	113	0	0	0

Table 8 presents the normal school-day^{was open} roles for the staff of the after-school program at Stranahan High School. A total of 68% (n=28) of the paid staff in the academic year were full-time teachers. While there was staff reported as working during the summer, they were included in the academic year values, as there was no summer operational times or enrollment reported.

Table 8
Staff's Regular Responsibilities in 21st CCLC Program, 2009-10

Group	2009-10 academic year		Summer of 2009	
	Paid	Volunteer	Paid	Volunteer
School-day teachers (include former & substitute)	28	0	0	0
Center administrators and coordinators	3	0	0	0
Youth development workers and other nonschool- day staff with a college degree or higher	0	0	0	0
Other nonteaching school-day staff	10	0	0	0
Parents	0	0	0	0
College students	0	0	0	0

(table continues)

Table 8 (continued).

Group	2009-10 academic year		Summer of 2009	
	Paid	Volunteer	Paid	Volunteer
High school students	0	0	0	0
Other community members	0	3	0	0
Other nonschool-day staff with some or no college	0	0	0	0

Note. These categories represent the regular responsibilities of program staff during the regular school day.

Program Outcomes

The extent to which this grant has met its stated objectives is examined below. Overall, the grant met five out of the nine objectives (improve academic performance, participate in academic enrichment, improve attendance for those who had more than five unexcused absences last year and for those who had five or fewer unexcused absences last year and improved classroom behavior for students who had no internal suspensions last year). The grant failed objectives concerning improved classroom behavior for students who had one or more internal suspensions last year, increased level of parent involvement, improved in family member participation in End of Summer Family Showcase, and demonstrated progress in fitness and/or health/wellness. Note that Objectives 4.1 and 4.2 were combined, as a school could have programs in either or both fitness and health/wellness.

Objective 1.1—Seventy-five percent (75%) of students regularly participating in academic enhancement programs will improve performance in state and local standards as demonstrated by such measures as student report cards, Benchmark Assessment Tests (BAT) and FCAT.

The results of an analysis of the changes from 2008-09 to 2009-10 in student FCAT-SSS developmental scale scores and student yearly grade point averages (GPA) for regularly participating students are presented in Table 9. For high school students, the high school GPA

Table 9

Academic Performance Improvement

Measure	<i>n</i>	Percentage demonstrating improvement
FCAT Reading	9	28
FCAT Mathematics	14	44
Semester GPA	21	66
At least one measure	24	76

Note. The last row includes students who have shown gains on at least one of the three measures listed.

was used. Improvement was defined for each measure, for each student, when the 2009-10 value was greater than the 2008-09 value. The number and percent of students documented in the row titled, “At least one measure,” refers to students who improved on at least one of the three measures (FCAT Reading, FCAT Mathematics, and Semester GPA). The BAT scores were not analyzed, due to the fact that their timing did not adequately reflect the impact of an academic year program. A total of 78% of the regularly participating students demonstrated an improvement in state and local standards, as demonstrated by at least one of the three measures listed in the table; and we can conclude that this objective has been met.

Note that this analysis only examined the impact of students participating in the program for the period of this evaluation. Conceivably, there might have been some “lingering” impact on non-participants, by their participation in previous years, and “cumulative” impacts on current participants, by the fact that they participated for more than one year.

Objective 1.2—All students regularly participating in center programs will participate in academic enrichment activities, aligned to state standards in core academic areas, in non-traditional settings that address the diverse learning needs of the target population as demonstrated by teacher and center staff lesson plans.

The evaluator, as part of his site visitations, observed site operations, interviewed the center staff, and reviewed a collection of lesson plans assembled by the staff as representative of the activities provided. In addition, the grant coordinator has made regular site visitations during the year, observing activities and reviewing lesson plans. The results of both of these data collection activities (site visitation and document review by both the evaluator and grant coordinator) indicate that academic enrichment activities, aligned to state standards, in non-traditional settings that address the diverse needs of the target population have been provided. Examples of these academic enrichment activities include reading circles, hands-on cooperative learning activities, computer-assisted instruction, tutoring, and homework assistance. We can, therefore, conclude that this objective has been met.

Objective 2.1—80% of students regularly participating in the 21st CCLC program who have more than five unexcused absences the previous year, will have fewer absences than non-21st CCLC program participants at the school with more than five unexcused absences the previous year.

Table 10
Comparison of the Number of 2009-10 Absences for Participants and Non-participants Who Had More Than Five Unexcused Absences the Previous Year

Grant	Mean number of absences for non-participants	Participants with fewer absences than the mean number of absences for non-participants	
		<i>n</i>	%
A	14.9	5	83

Table 10 presents the proportion of students regularly participating in the 21st CCLC program at Stranahan High who had more than five unexcused absences the previous year, and had fewer absences than the mean of non-21st CCLC program participants at the

school, with more than five unexcused absences the previous year. This proportion was greater than 80%, so we can conclude that this objective has been met.

A relative analysis of program participants, involving the interaction term of a two-way MANOVA, was not performed due to the fact that there were too few students with more than five absences in the participant group to perform a meaningful relative analysis.

Objective 2.2—80% of regularly participating students in the 21st CCLC program who had five or fewer unexcused absences the previous year will have the same or fewer unexcused absences than they had the previous year.

Table 11
Number and Percentage of Students Participating Who Had Five or Fewer Unexcused Absences the Previous Year Who Had the Same or Fewer Unexcused Absences in 2009-10

Grant	Improving	
	<i>n</i>	%
A	25	96

Table 11 presents the proportion of regularly participating students in the 21st CCLC program at Stranahan High who had five or fewer unexcused absences the previous year and had the same or fewer

unexcused absences than they had the previous year. This proportion was greater than 80%, so we can conclude that this objective has been met.

Objective 2.3—75% of students regularly participating in the 21st CCLC program at the school who have one or more internal suspension the previous year, will have fewer internal suspensions than those non-21st CCLC students at the school with one or more internal suspension the previous year.

Table 12
Comparison of the Number of 2009-10 Internal Suspensions for Participants and Non-participants who had One or More Internal Suspensions the Previous Year

Grant	Mean number of internal suspensions for non-participants	Participants with fewer internal suspensions than the mean number of internal suspensions for non-participants	
		<i>n</i>	%
A	2.2	2	18

Table 12 presents the proportion of students regularly participating in the 21st CCLC program at Stranahan High School who had one or more internal suspension the previous year, and had fewer internal suspensions than the mean of those non-21st CCLC students at the school with

one or more internal suspension the previous year. This proportion was not greater than 80%, therefore, we can conclude that this objective was not met.

A relative analysis of program participants, involving the interaction term of a two-way MANOVA, was not performed due to the fact that there were too few students with internal suspensions in the participant group to perform a meaningful relative analysis.

Objective 2.4—75% of regularly participating students in the 21st CCLC program who had no internal suspensions the previous year will have no internal suspensions during the current year.

Table 13
Proportion of Students Who Had no Internal Suspensions Last Year Who Had no Internal Suspensions This Year

Grant	Improving	
	<i>n</i>	%
A	18	82

Table 13 presents the proportion of regularly participating students in the 21st CCLC program who had no internal suspensions the previous year and had no internal suspensions during

the current year. This proportion was greater than 75%, so, we can conclude that this objective was met.

Objective 3.1—The 21st Century Community Learning Centers will result in increased parental involvement (10% of regularly attending students’ parents will participate in the first activity; 20% will participate in the final activity) in positive activities beyond the school day, as demonstrated by parental sign-in sheets.

There were no parental sign-in sheets submitted to support the accomplishment of this objective for Stranahan High School.

Objective 3.2—Twenty percent (20%) of regularly participating students’ family members will participate in the End of the Summer Family Showcase, as demonstrated by such measures as parental sign-in sheets.

A total of 61 parents attended the parent night. The accomplishment of this objective cannot be established, since it was not possible to determine which of these parents are associated with regularly participating students.

Objective 4.1—Seventy-five percent (75%) of regularly participating 21st CCLC students who participate in health and wellness activities will improve their knowledge and/or performance as demonstrated by such measures as pre- and post-assessments.

There were no pre-test and post-test assessments submitted to support the accomplishment of this objective. However, the evaluator was able to observe that these activities were provided as part of the 21st CCLC program at Stranahan High School.

Objective 4.2—Seventy-five percent (75%) of regularly participating 21st CCLC students who participate in fitness activities will improve their knowledge and/or performance as demonstrated by such measures as pre- and post-assessments.

There were no pre-test and post-test assessments submitted to support the accomplishment of this objective. However, the evaluator was able to observe that these activities were provided as part of the 21st CCLC program at Stranahan High School.

Program Satisfaction

Overall, parent and student survey findings lead to the conclusion that both parents and students were satisfied with the 21st CCLC program. The surveys were conducted by the grant administration at the end of the 2009-10 academic year. The parent surveys were distributed and completed by the parents during the last parent night. The student surveys were completed by the students during the after-school activities.

Table 14 presents the results of the parent survey. A total of 76% or more of the 91 parents responding expressed satisfaction (*satisfied* or *very satisfied*) with all of the items on the survey; with the exception of play equipment, where 21% ($n=19$) were not sure; activities management, where 26% ($n=24$) were not sure; and meals and snacks, where 34% ($n=31$) were unsatisfied. On all other items, the degree of expressed parent dissatisfaction was 11% or below. Overall, 92% ($n=84$) of the responding parents would recommend this program to other parents and would sign their child up for this program, if offered next year.

Table 14
Parent Survey Responses for Stranahan High

Item	n	Percentage responding					
		Very unsatisfied	Unsatisfied	Not sure	Satisfied	Very satisfied	No response
How satisfied are you with:							
The after-school program	91	1	0	10	30	59	0
Overall staff quality	91	0	1	12	40	47	0
Staff warmth/friendliness	91	1	2	10	31	56	0
Staff relating to youth	91	2	4	13	29	52	0
Staff relating to parents	91	3	3	17	30	47	0
Staff serving role model	91	3	3	10	34	47	2
Supplies, toys, and games	91	7	4	10	33	46	0
Play equipment	91	7	3	21	30	40	0
Variety of activities offered	91	0	1	18	37	44	0
Activities management	91	1	2	26	30	40	1
Meals and snacks	91	26	8	7	29	31	0
Program affordability	91	0	1	19	29	51	1
Has the program helped your child:							
Complete homework	91	4	2	17	37	39	1
Learn to get along others	91	2	2	17	40	40	0
Appreciate other culture	91	1	1	15	41	42	0
Follow rules	91	0	0	18	39	44	0
Are you happy with the program	91	0	3	20	35	42	0
Is your child safe	91	0	0	12	40	48	0
Do you stop worrying about what your child is doing	91	1	1	11	35	51	1
Would you recommend the program	91	0	1	7	33	59	0
Would you sign up again	91	0	0	9	28	64	0
Is your child happy with the program	91	0	1	21	30	48	0

As shown in Table 15, 75% or more of the 126 students responding to the survey agreed with all of the questions on the survey. These positive results included questions regarding their feelings as to whether the activities were enjoyable (84%, $n=105$ liked the program), and beneficial (90% or more agreement on items, such as reading ability, arts and music ability, technology learning, attendance, neighborhood pride, and understanding how to be a good citizen.

Table 15
Student Survey Responses for Stranahan High

Item	<i>n</i>	Percentage responding			
		Definitely	Kind of	Not at all	No response
Do you like the program	126	71	13	0	17
Do you want to attend next year	126	65	23	4	8
Did the program help you:					
with your homework	126	67	14	2	17
with your grades	126	63	20	9	8
with your reading ability	126	62	28	9	1
with your mathematics	126	66	23	2	9
with your arts and music ability	126	60	32	6	2
with your technology learning	126	76	14	2	9
with your understanding of career options	126	56	29	14	2
improve your school attendance	126	67	24	1	9
learn about other people's cultures	126	57	29	11	2
improve your ability to set goals	126	56	19	15	10
understand that you can turn to adults for help	126	48	30	20	2
increase your pride in your neighborhood	126	63	29	6	3
understand how to be a good citizen	126	68	22	8	2
understand that violence is wrong	126	59	26	12	3
realize that teamwork is important	126	52	24	20	4
understand the importance of following rules	126	70	18	8	4
understand the need for respecting others	126	62	25	9	5
know the importance of respecting yourself	126	44	36	16	4
understand the importance of being drug free	126	52	27	17	4
with your computer skills and abilities	126	54	28	14	4
Did the program improve your:					
skills in playing sports and games	126	77	13	6	5
creative ability and self expression	126	68	21	6	6
ability to make friends	126	73	17	5	6
ability to get along with others	126	71	15	8	6
ability to solve problems in a positive way	126	58	21	14	7
willingness to do things for others	126	61	25	8	6
Did the program give you a safe environment	126	62	16	14	9
Did the program have caring adults	126	67	18	6	9
Did you enjoy the activities	126	63	23	6	9
Did you go to neat and fun places	126	63	21	8	8

Appendix B
Grant B
McNicol and Silver Lakes Middle Schools

Grant B is a school-based program that began during the 2006-07 school year at McNicol and Silver Lakes middle schools. Overall, the grant met four out of the nine objectives (improve academic performance, participate in academic enrichment, improve attendance for those who had more than five unexcused absences last year and for those who had five or fewer unexcused absences last year). The grant failed objectives concerning improved classroom behavior for those who had one or more suspensions and for those who had no suspensions, increased level of parent involvement, improve in family member participation in End of Summer Family Showcase and demonstrate progress in fitness and/or health/wellness. Note that Objectives 4.1 and 4.2 were combined, as a school could have programs in either or both fitness and health/wellness.

Student Attendance and Enrollment

Tables 1 through 6 present the enrollment and demographic distribution of the participants in the 21st CCLC after-school activities during the 2009-10 school year. The total enrollment figures include any student who attended a 21st CCLC for at least one day during summer 2009 or the 2009-10 academic year. Regularly participating students are those who attended for at least 30 days during the same time period. This grant had a discrepancy between the attendance data that schools reported on the Academic Year Reporting Form submitted to the funding agency and the numbers extracted from TERMS.

Table 1 shows that 204 students participated in 21st CCLC activities at McNicol Middle School during the 2009-10 school year, of which 140 attended at least 30 days. This represents 23% and 16%, respectively, of the 877 students at McNicol Middle School contained on the data file extracted from the District’s Data Warehouse. A total of 180 students participated in 21st CCLC activities at Silver Lakes Middle School, during the 2009-10 school year, of which 88 attended at least 30 days. This represents 22% and 11%, respectively, of the 825 students at Silver Lakes Middle School contained on the data file from TERMS. While there were students coded as attending, during the summer at Silver Lakes Middle, this was treated as mis-coded data, since there was no summer operation or staff reported. This may be due to errors in the TERMS database.

Table 1
Student Enrollment in 21st CCLC Program, 2009-10

School/group	Total enrollment			Total
	Summer 2009 only	Academic year only	Summer and academic year	
McNicol Middle				
Total students	0	204	0	204
Regular students	0	140	0	140
Silver Lakes Middle				
Total students	0	180	0	180
Regular students	0	88	7	95

Table 2 documents the average number of students attending on a daily basis in the after-school activities of the 21st CCLC. The average number of students attending daily for each program was calculated by adding the number of days in attendance for each student in that program and dividing by the number of days in operation of that program. This method is mathematically equivalent to the instructions given by the statewide grant coordinator to “take the attendance rates for each day and average them together.” Since a student is either in attendance or not on any particular day, this number will be an unduplicated average.

This average is mandatory by the state and federal reporting requirements, in order to compare to the proposed average daily attendance contained in the budget and program worksheets submitted by the schools as part of the grant application. The proposed average daily attendance should not be confused with the commonly utilized notion of “average daily attendance” which is the attendance proportion (not number) of regular school students.

The average number of students attending each day (total recorded attendance divided by number of days of operation) was 72 for all students who attended the after-school program at McNicol Middle School and 53 for Silver Lakes Middle School, during the academic year. On the Academic Year Reporting Form, the schools reported a slightly higher average number of 96 and 62 students attending each day, respectively, creating a discrepancy between the manual collection of attendance data and attendance data entered into TERMS. These values are below the proposed amounts of 97 and 70, respectively. The major reasons for this shortfall are:

- The schools had competition with other after-school programs that offered services five days a week, four hours a day.
- The schools had competition with Supplemental Educational Services (SES) that provided after-school tutorial services to students that might otherwise have attended the 21st CCLC programs.
- The school programs started later than the first week of school, which meant parents had already found alternative after-care programs before the 21st CCLC programs began.
- The types of students targeted by 21st CCLC (academically at risk) often have the least supportive families to ensure that they regularly attend the 21st CCLC programs.

Table 2
Average Number of Students Attending a 21st CCLC Program, 2009-10

School	Summer 2009	Academic year				Overall
		After school	Before school	During school	Weekend/holidays	
McNicol Middle						
Actual	0	72	0	0	0	72
Proposed	0	97	0	0	0	97
Silver Lakes Middle						
Actual	0	53	0	0	0	53
Proposed	0	70	0	0	0	70

Table 3 summarizes selected demographics of students participating in 21st CCLC at McNicol Middle School, during the 2009-10 school year. A total of 49% ($n=100$) of all participants were female, and 53% ($n=74$) of the regular participants were female. A total of 92% ($n=188$) of the

total participants and 90% ($n=126$) of the regular participants were on free or reduced-price lunch. For Silver Lakes Middle School, a total of 36% ($n=65$) of all participants were female, and 32% ($n=30$) of the regular participants were female. A total of 94% ($n=169$) of the total participants and 95% ($n=90$) of the regular participants were on free or reduced-price lunch. Broward County Public Schools does not collect data on single parent homes.

Table 3
Student Demographics in 21st CCLC Program, 2009-10

School/group	Gender		Identified as single parent			Free or reduced-price lunch			
	Male	Female	Female head of household	Male head of household	No	Yes	No	Unknown	
McNicol Middle									
Total students ($n=204$)	<i>n</i>	104	100	--	--	--	188	16	0
	%	51	49	--	--	--	92	8	0
Regular students ($n=140$)	<i>n</i>	66	74	--	--	--	126	14	0
	%	47	53	--	--	--	90	10	0
Silver Lakes Middle									
Total students ($n=180$)	<i>n</i>	115	65	--	--	--	169	11	0
	%	64	36	--	--	--	94	6	0
Regular students ($n=95$)	<i>n</i>	65	30	--	--	--	90	5	0
	%	68	32	--	--	--	95	5	0

Note. Dashes indicate that data is not available because BCPS does not collect data on single parent homes.

Table 4 summarizes students with limited English proficiency and those with disabilities. At McNicol Middle School, 9% of the total participants ($n=18$) and regular participants ($n=12$) were limited English proficient. A total of 5% ($n=11$) of the total participants and 6% ($n=8$) of the regular participants were identified as having a disability. Of the total participants, four (2%) were identified as homeless. For Silver Lakes Middle School, 18% ($n=33$) were limited English Proficient; and 20% ($n=19$) of the regular participants were limited English proficient. A total of 11% ($n=19$) of the total participants and 14% ($n=13$) of the regular participants were identified as having a disability. Of the total participants, two (<1%) were identified as homeless. None of the regular students in the program were identified as homeless.

Table 4

Student Special Needs in 21st CCLC Program, 2009-10

School/group		Limited English proficient			Identified with disability			Identified as homeless		
		Yes	No	Unknown	Yes	No	Unknown	Yes	No	Unknown
McNicol Middle										
Total Students (<i>n</i> =204)	<i>n</i>	18	186	0	11	193	0	4	200	0
	%	9	91	0	5	95	0	2	98	0
Regular Students (<i>n</i> =140)	<i>n</i>	12	128	0	8	132	0	0	140	0
	%	9	91	0	6	94	0	0	100	0
Silver Lakes Middle										
Total Students (<i>n</i> =180)	<i>n</i>	33	147	0	19	161	0	2	178	0
	%	18	82	0	11	89	0	1	99	0
Regular Students (<i>n</i> =95)	<i>n</i>	19	76	0	13	82	0	0	95	0
	%	20	80	0	14	86	0	0	100	0

As shown in Table 5, for McNicol Middle School among the total participants, 73% (*n*=149) were Black, 23% (*n*=47) were Hispanic, and 4% (*n*=4) were White. Among the regular participants, 71% (*n*=99) were Black, 25% (*n*=35) were Hispanic, and 2% (*n*=3) were White. For Silver Lakes Middle School among the total participants, 80% (*n*=144) were Black, 10% (*n*=18) were Hispanic, and 6% (*n*=10) were White. Among the regular participants, 85% (*n*=81) were Black, 6% (*n*=6) were Hispanic, and 4% (*n*=4) were White.

Table 5

Student Race and Ethnicity in 21st CCLC Program, 2009-10

School/group		American					
		Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Multi- ethnic
McNicol Middle							
Total Students (<i>n</i> =204)	<i>n</i>	0	3	149	47	4	1
	%	0	2	73	23	4	1
Regular Students (<i>n</i> =140)	<i>n</i>	0	3	99	35	3	0
	%	0	2	71	25	2	0
Silver Lakes Middle							
Total Students (<i>n</i> =180)	<i>n</i>	0	4	144	18	10	4
	%	0	2	80	10	6	2
Regular Students (<i>n</i> =95)	<i>n</i>	0	3	81	6	4	1
	%	0	3	85	6	4	1

Table 6 documents student participation by grade level for McNicol Middle School. There was a slight tendency for the students to be younger, with 41% (*n*=58) of the regular students in grade 6 and 22% (*n*=31) in grade 7, and 36% (*n*=51) of the regular students in grade 8. There was a slight tendency for the students at Silver Lakes Middle to be younger, with 41% (*n*=39) of the regular students in grade 6 and 41% (*n*=39) in grade 7, and 18% (*n*=17) of the regular students in grade 8.

Table 6
Student Participation by Grade Levels in 21st CCLC Program, 2009-10

School/group		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
McNicol Middle																
Total Students (n=204)	n								86	46	72					
	%								43	23	35					
Regular Students (n=140)	n								58	31	51					
	%								41	22	36					
Silver Lakes Middle																
Total Students (n=180)	n								80	58	42					
	%								44	32	23					
Regular Students (n=95)	n								39	39	17					
	%								41	41	18					

Note. 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. Shaded areas indicate not applicable.

Program Operation

Table 7 presents the total number of weeks, the typical number of days per week, and the number of hours per day that each site was in operation, during the 2009-10 academic year. The program at McNicol Middle School operated for 39 weeks at four days per week during the academic year. Silver Lakes Middle School operated for 35 weeks at four days per week, during the academic year.

Table 7
Hours of Operation, 2009-10

Time Period	Total No. of weeks site was open	Total No. of days site was open	Typical No. of days per week site was open	Typical number of hours per week site was open:				TOTAL number of days site operated:			
				Before School	After School	Weekends	In the Summer	Before School	After School	Weekends	In the Summer
McNicol Middle											
Summer 2009	0.0	0	0	0	0	0	0	0	0	0	0
2009-10 Academic Yr.	39.0	138	4	0	12	0	0	0	0	138	0
Silver Lakes Middle											
Summer 2009	0.0	0	0	0	0	0	0	0	0	0	0
2009-10 Academic Yr.	35.0	128	4	0	4	0	0	0	0	128	0

Table 8 presents the normal school-day roles for the staff of the after-school program at each site. A total of 67% (n=10) of the paid staff in the academic year were full-time teachers. At Silver Lakes Middle School a total of 75% (n=6) of the paid staff in the academic year were full-time teachers.

Table 8

Staff's Regular Responsibilities in 21st CCLC Program, 2009-10

Group	2009-10 academic year		Summer of 2009	
	Paid	Volunteer	Paid	Volunteer
McNicol Middle				
School-day teachers (include former & substitute)	10	0	0	0
Center administrators and coordinators	1	0	0	0
Youth development workers and other nonschool-day staff with a college degree or higher	0	0	0	0
Other nonteaching school-day staff	3	0	0	0
Parents	0	0	0	0
College students	0	0	0	0
High school students	0	0	0	0
Other community members	1	0	0	0
Other nonschool-day staff with some or no college	0	0	0	0
Silver Lakes Middle				
School-day teachers (include former & substitute)	6	0	0	0
Center administrators and coordinators	0	0	0	0
Youth development workers and other nonschool-day staff with a college degree or higher	0	0	0	0
Other nonteaching school-day staff	2	0	0	0
Parents	0	0	0	0
College students	0	0	0	0
High school students	0	0	0	0
Other community members	0	0	0	0
Other nonschool-day staff with some or no college	0	0	0	0

Note. These categories represent the regular responsibilities of program staff, during the regular school day.

Program Outcomes

The extent to which this grant has met its stated objectives is examined below. Overall, the grant met four out of the nine objectives (improve academic performance, participate in academic enrichment, improve attendance for those who had more than five unexcused absences last year and for those who had five or fewer unexcused absences last year). The grant failed objectives concerning improved classroom behavior for those who had one or more suspensions and for those who had no suspensions, increased level of parent involvement, improve in family member participation in End of Summer Family Showcase and demonstrated progress in fitness and/or health/wellness. Note that objectives 4.1 and 4.2 were combined, as a school could have programs in either or both fitness and health/wellness.

Objective 1.1—Seventy-five percent (75%) of students regularly participating in academic enhancement programs will improve performance in state and local standards, as demonstrated by such measures as student report cards, Benchmark Assessment Tests (BAT) and FCAT.

The results of an analysis of the changes from 2008-09 to 2009-10 in student FCAT-SSS developmental scale scores and student yearly grade point averages (GPA) for regularly participating students are presented in Table 9. For middle school students, the middle school

Table 9
Academic Performance Improvement

School/Measure	<i>n</i>	Percentage demonstrating improvement
McNicol Middle		
FCAT Reading	94	73
FCAT Mathematics	90	68
Semester GPA	34	51
At least one measure	118	88
Silver Lakes Middle		
FCAT Reading	63	77
FCAT Mathematics	61	79
Semester GPA	10	22
At least one measure	75	94

Note. The last row includes students who have shown gains on at least one of the three measures listed.

regularly participating students at McNicol Middle School and Silver Lakes Middle School, respectively, demonstrated an improvement in state and local standards, as demonstrated by at least one of the three measures listed in the table. We can, therefore, conclude that this objective has been met at both schools.

Note that this analysis only examined the impact of students participating in the program for the period of this evaluation. Conceivably, there might have been some “lingering” impact on non-participants by their participation in previous years and “cumulative” impacts on current participants by the fact that they participated for more than one year.

Objective 1.2—All students regularly participating in center programs will participate in academic enrichment activities, aligned to state standards in core academic areas, in non-traditional settings that address the diverse learning needs of the target population, as demonstrated by teacher and center staff lesson plans.

The evaluator, as part of his site visitations, observed site operations, interviewed the center staff and reviewed a collection of lesson plans assembled by the staff as representative of the activities provided. In addition, the grant coordinator made regular site visitations during the year, to observe activities and review lesson plans. The results of both of these data collection activities (site visitation and document review by both the evaluator and grant coordinator) indicated that academic enrichment activities, aligned to state standards, in non-traditional settings that address

the diverse needs of the target population have been provided. Examples of these academic enrichment activities included reading circles, hands-on cooperative learning activities, computer-assisted instruction, tutoring, and homework assistance. We can, therefore, conclude that this objective has been met.

Objective 2.1—80% of students regularly participating in the 21st CCLC program who have more than five unexcused absences the previous year, will have fewer absences than non-21st CCLC program participants at the school with more than five unexcused absences the previous year.

Table 10 presents the proportion of students regularly participating in the 21st CCLC program at McNicol Middle School and Silver Lakes Middle School who had more than five unexcused absences the previous year, and had fewer absences than the mean of non-21st CCLC program participants at the school with more than five unexcused absences the previous year. This proportion was greater than 80% at both schools; so we can conclude that this objective has been met.

Table 10

Comparison of the Number of 2009-10 Absences for Participants and Non-participants Who Had More Than Five Unexcused Absences the Previous Year

Grant	Mean number of absences for non-participants	Participants with fewer absences than the mean number of absences for non-participants	
		<i>n</i>	%
McNicol Middle	12.3	4	83
Silver Lakes Middle	13.7	11	85

A relative analysis of program participants, involving the interaction term of a two-way MANOVA, was not performed due to the fact that there were too few students with more than five absences in the participant group to perform a meaningful relative analysis.

Objective 2.2—80% of regularly participating students in the 21st CCLC program who had five or fewer unexcused absences the previous year will have the same or fewer unexcused absences than they had the previous year.

Table 11 presents the proportion of regularly participating students in the 21st CCLC program at McNicol Middle School and Silver Lakes Middle School who had five or fewer unexcused

Table 11

Number and Percentage of Students Participating Who Had Five or Fewer Unexcused Absences the Previous Year Who Had the Same or Fewer Unexcused Absences in 2009-10

Grant	Improving	
	<i>n</i>	%
McNicol Middle	82	75
Silver Lakes Middle	64	90

absences the previous year and had the same or fewer unexcused absences than they had the previous year. This proportion was less than 80% at McNicol Middle School and greater than 80% at Silver Lakes Middle School. The

combined proportion for both schools was 83% ($n=146$), so we can conclude that this objective was met for this grant.

Objective 2.3—75% of students regularly participating in the 21st CCLC program at the school who have one or more internal suspension the previous year, will have fewer internal suspensions than those non-21st CCLC students at the school with one or more internal suspension the previous year.

Table 12 presents the proportion of students regularly participating in the 21st CCLC program at McNicol Middle School and Silver Lakes Middle School who had one or more internal suspension the previous year, and had fewer internal suspensions than the mean of those non-21st CCLC students at the school with one or more internal suspension the previous year. This proportion was not greater than 80% for either school, therefore, we can conclude that this objective was not met.

Table 12

Comparison of the Number of 2009-10 Internal Suspensions for Participants and Non-participants who had One or More Internal Suspensions the Previous Year

School	Mean number of internal suspensions for non-participants	Participants with fewer internal suspensions than the mean number of internal suspensions for non-participants	
		<i>n</i>	%
McNicol Middle	2.8	4	16
Silver Lakes Middle	2.5	1	9

A relative analysis of program participants, involving the interaction term of a two-way MANOVA, was not performed due to the fact that there were too few students with internal suspensions in the participant group to perform a meaningful relative analysis.

Objective 2.4—75% of regularly participating students in the 21st CCLC program who had no internal suspensions the previous year will have no internal suspensions during the current year.

Table 13

Proportion of Students Who Had no Internal Suspensions Last Year Who Had no Internal Suspensions This Year

Grant	Improving	
	<i>n</i>	%
McNicol Middle	75	65
Silver Lakes Middle	56	67

Table 13 presents the proportion of regularly participating students in the 21st CCLC program who had no internal suspensions the previous year and had no internal suspensions during the current year. This

proportion was less than 75% for both schools, so we can conclude that this objective was not met.

Objective 3.1—The 21st Century Community Learning Centers will result in increased parental involvement (10% of regularly attending students’ parents will participate in the first activity; 20% will participate in the final activity) in positive activities beyond the school day, as demonstrated by parental sign-in sheets.

There were no parental sign-in sheets submitted to support the accomplishment of this objective for McNicol and Silver Lakes middle schools.

Objective 3.2—Twenty percent (20%) of regularly participating students’ family members, will participate in the End of the Summer Family Showcase, as demonstrated by such measures as parental sign-in sheets.

For McNicol and Silver Lakes middle schools, there were no parental sign-in sheets submitted to support the accomplishment of this objective.

Objective 4.1—Seventy-five percent (75%) of regularly participating 21st CCLC students who participate in health and wellness activities will improve their knowledge and/or performance as demonstrated by such measures as pre- and post-assessments.

There were no pre-test and post-test assessments submitted for either school in Grant B to support the accomplishment of this objective. However, the evaluator was able to observe that these activities were provided as part of the 21st CCLC program at McNicol Middle School and Silver Lakes Middle School.

Objective 4.2—Seventy-five percent (75%) of regularly participating 21st CCLC students who participate in fitness activities will improve their knowledge and/or performance as demonstrated by such measures as pre- and post-assessments.

There were no pre-test and post-test assessments submitted to support the accomplishment of this objective. However, the evaluator was able to observe that these activities were provided as part of the 21st CCLC program at McNicol Middle School and Silver Lakes Middle School.

Program Satisfaction

Overall, parent and student survey findings lead to the conclusion that both parents and students were satisfied with the 21st CCLC program at McNicol Middle School and Silver Lakes Middle School. The surveys were conducted by the grant administration at the end of the 2009-10 academic year. The parent surveys were distributed and completed by the parents during the last parent night. The student surveys were completed by the students during the after-school activities.

Table 14 presents the results of the parent survey for McNicol Middle School. A total of 70% or more of the 87 parents responding expressed satisfaction (*satisfied* or *very satisfied*) with all of the items on the survey; with the exception of staff relating to parents, where 31% ($n=27$) were not sure; and appreciate other cultures, where 11% ($n=10$) were unsatisfied. There were no areas where the degree of expressed parent dissatisfaction exceeded 11%. Overall, 79% ($n=69$) of the

responding parents recommend this program to other parents, and 78% ($n=68$) would sign their child up for this program, if offered next year.

Table 14
Parent Survey Responses for McNicol Middle

Item	<i>n</i>	Percentage responding					
		Very unsatisfied	Unsatisfied	Not sure	Satisfied	Very satisfied	No response
How satisfied are you with:							
The after-school program	87	2	1	12	48	37	0
Overall staff quality	87	2	3	15	44	32	3
Staff warmth/friendliness	87	1	6	21	33	38	1
Staff relating to youth	87	2	3	17	41	33	2
Staff relating to parents	87	1	6	31	28	33	1
Staff serving role model	87	1	6	18	33	37	5
Supplies, toys, and games	87	3	7	18	36	35	1
Play equipment	87	1	3	16	39	40	0
Variety of activities offered	87	3	3	14	45	32	2
Activities management	87	0	10	23	36	30	1
Meals and snacks	87	2	5	14	36	44	0
Program affordability	87	0	2	18	30	44	6
Has the program helped your child:							
Complete homework	87	3	2	10	37	45	2
Learn to get along others	87	6	2	15	32	43	2
Appreciate other culture	87	8	3	21	33	35	0
Follow rules	87	3	6	13	28	46	5
Are you happy with the program	87	1	3	8	36	48	5
Is your child safe	87	3	1	8	36	49	2
Do you stop worrying about what your child is doing	87	7	2	13	29	44	6
Would you recommend the program	87	5	2	9	20	59	6
Would you sign up again	87	5	1	7	14	64	9
Is your child happy with the program	87	1	2	8	32	51	6

Table 15 presents the results of the parent survey for Silver Lakes Middle. A total of 75% or more of the 91 parents responding expressed satisfaction (*satisfied* or *very satisfied*) with all of the items on the survey; with the exception of supplies, toys, and games; play equipment; and activities management. There were no areas where the degree of expressed parent dissatisfaction exceeded 12%. Overall, 90% ($n=82$) of the responding parents recommend this program to other parents, and 87% ($n=79$) would sign their child up for this program, if offered next year.

Table 15
Parent Survey Responses for Silver Lakes Middle

Item	n	Percentage responding					
		Very unsatisfied	Unsatisfied	Not sure	Satisfied	Very satisfied	No response
How satisfied are you with:							
The after-school program	91	0	1	10	51	39	0
Overall staff quality	91	0	2	20	41	37	0
Staff warmth/friendliness	91	1	7	7	46	39	1
Staff relating to youth	91	1	3	13	45	37	0
Staff relating to parents	91	1	4	15	39	41	0
Staff serving role model	91	2	2	21	35	40	0
Supplies, toys, and games	91	6	6	28	31	31	0
Play equipment	91	3	3	23	37	33	0
Variety of activities offered	91	2	2	18	47	31	0
Activities management	91	2	2	26	33	36	0
Meals and snacks	91	2	4	13	35	44	1
Program affordability	91	2	0	14	28	55	1
Has the program helped your child:							
Complete homework	91	2	6	14	33	45	0
Learn to get along others	91	3	1	13	43	37	2
Appreciate other culture	91	1	1	14	42	42	0
Follow rules	91	1	1	12	42	43	1
Are you happy with the program	91	2	2	8	31	57	0
Is your child safe	91	0	2	6	43	50	0
Do you stop worrying about what your child is doing	91	1	1	14	43	41	0
Would you recommend the program	91	0	3	7	32	58	0
Would you sign up again	91	3	3	6	24	63	1
Is your child happy with the program	91	3	3	9	33	52	0

As shown in Table 16, 71% or more of the 129 students responding to the survey agreed with all of the questions on the survey, with the exception of know the importance of respecting yourself, where 30% ($n=30$) disagreed. These positive results included questions regarding their feelings as to whether the activities were enjoyable (81%, $n=104$ liked the program), and beneficial (84% or more agreement on items, such as improved grades, reading ability, mathematics, technology and attendance).

Table 16
Student Survey Responses for McNicol Middle

Item	n	Percentage responding			
		Definitely	Kind of	Not at all	No response
Do you like the program	129	49	32	5	15
Do you want to attend next year	129	57	30	7	5
Did the program help you:					
with your homework	129	45	27	14	14
with your grades	129	46	39	10	5
with your reading ability	129	48	36	16	0
with your mathematics	129	72	20	2	5
with your arts and music ability	129	38	44	17	1
with your technology learning	129	60	26	9	5
with your understanding of career options	129	45	33	21	1
improve your school attendance	129	63	23	6	8
learn about other people's cultures	129	46	37	16	1
improve your ability to set goals	129	50	21	23	6
understand that you can turn to adults for help	129	40	29	30	2
increase your pride in your neighborhood	129	47	34	19	1
understand how to be a good citizen	129	40	32	26	2
understand that violence is wrong	129	47	25	28	1
realize that teamwork is important	129	39	33	27	2
understand the importance of following rules	129	49	32	14	5
understand the need for respecting others	129	57	30	10	2
know the importance of respecting yourself	129	33	33	30	5
understand the importance of being drug free	129	41	38	14	7
with your computer skills and abilities	129	62	24	10	4
Did the program improve your:					
skills in playing sports and games	129	63	22	9	6
creative ability and self expression	129	66	25	4	5
ability to make friends	129	67	23	5	5
ability to get along with others	129	64	26	4	6
ability to solve problems in a positive way	129	61	23	9	7
willingness to do things for others	129	43	38	14	5
Did the program give you a safe environment	129	51	30	14	5
Did the program have caring adults	129	54	32	10	5
Did you enjoy the activities	129	58	26	9	7
Did you go to neat and fun places	129	50	31	12	7

As shown in Table 17, 81% or more of the 90 students responding to the survey agreed with all of the questions on the survey for Silver Lakes Middle School. These positive results included questions regarding their feelings as to whether the activities were enjoyable (97%, $n=87$ liked the program), and beneficial (94% or more agreement on items, such as reading ability, mathematics, technology, attendance, and understanding the need for respecting others).

Table 17
Student Survey Responses for Silver Lakes Middle

Item	n	Percentage responding			
		Definitely	Kind of	Not at all	No response
Do you like the program	90	60	37	1	2
Do you want to attend next year	90	48	43	8	1
Did the program help you:					
with your homework	90	58	34	4	3
with your grades	90	49	41	10	0
with your reading ability	90	46	51	3	0
with your mathematics	90	58	39	3	0
with your arts and music ability	90	42	50	8	0
with your technology learning	90	54	40	6	0
with your understanding of career options	90	47	42	11	0
improve your school attendance	90	50	46	4	0
learn about other people's cultures	90	48	43	9	0
improve your ability to set goals	90	44	48	7	1
understand that you can turn to adults for help	90	27	54	19	0
increase your pride in your neighborhood	90	34	57	9	0
understand how to be a good citizen	90	29	56	16	0
understand that violence is wrong	90	38	46	17	0
realize that teamwork is important	90	31	53	16	0
understand the importance of following rules	90	38	51	11	0
understand the need for respecting others	90	37	60	3	0
know the importance of respecting yourself	90	34	47	19	0
understand the importance of being drug free	90	36	47	17	1
with your computer skills and abilities	90	41	50	8	1
Did the program improve your:					
skills in playing sports and games	90	40	51	9	0
creative ability and self expression	90	52	41	7	0
ability to make friends	90	47	48	4	1
ability to get along with others	90	47	47	7	0
ability to solve problems in a positive way	90	50	42	7	1
willingness to do things for others	90	47	44	9	0
Did the program give you a safe environment	90	42	49	9	0
Did the program have caring adults	90	42	44	13	0
Did you enjoy the activities	90	50	42	8	0
Did you go to neat and fun places	90	46	47	8	0

Appendix C
Grant C
Broadview and Wilton Manors Elementary Schools

Grant C consists of Broadview and Wilton Manors elementary schools and began in the 2006-07 school year, and is a school-based program. Overall, the grant met five out of the nine objectives (improve academic performance, participate in academic enrichment, improve attendance for those who had more than five unexcused absences last year and for those who had five or fewer unexcused absences last year, and improved classroom behavior for those students who had no internal suspensions last year,). The grant failed objectives concerning improved classroom behavior for students who had one or more internal suspensions last year, increased level of parent involvement, improve in family member participation in End of Summer Family Showcase, and demonstrate progress in fitness and/or health/wellness. Note that Objectives 4.1 and 4.2 were combined as a school could have programs in either fitness or health/wellness.

Student Attendance and Enrollment

Tables 1 through 6 present the enrollment and demographic distribution of the participants in the 21st CCLC after-school activities during the 2009-10 school year. The total enrollment figures include any student who attended a 21st CCLC for at least one day during summer 2009 or the 2009-10 academic year. Regularly participating students are those who attended for at least 30 days during the same time period. This grant had a discrepancy between the attendance data that schools reported on the Academic Year Reporting Form submitted to the funding agency and the numbers extracted from TERMS.

Table 1 shows that 133 students participated in 21st CCLC activities at Broadview Elementary School during the 2009-10 school year, of which 95 attended at least 30 days. This represents 12% and 9%, respectively, of the 1,090 students at Broadview Elementary School contained on the data file extracted from the District Data Warehouse. A total of 183 students participated in 21st CCLC activities at Wilton Manors Elementary School during the 2009-10 school year, of which 41 attended at least 30 days. This represents 27% and 6%, respectively, of the 672 students at Wilton Manors Elementary School contained on the data file. The number of students participating in the summer program at Broadview Elementary School was 70, with 60 students attending regularly. No summer enrollment or hours of operations were reported for Wilton Manors Elementary School.

Table 1
Student Enrollment in 21st CCLC Program, 2009-10

Group	Total enrollment			Total
	Summer 2009 only	Academic year only	Summer and academic year	
Broadview Elementary				
Total students	31	94	39	164
Regular students	22	57	38	117
Wilton Manors Elementary				
Total students	0	183	0	183
Regular students	0	41	0	41

Table 2 documents the average number of students attending on a daily basis in the after-school activities of the 21st CCLC. The average number of students attending daily for each program was calculated by adding the number of days in attendance for each student in that program and dividing by the number of days in operation of that program. This method is mathematically equivalent to the instructions given by the statewide grant coordinator to “take the attendance rates for each day and average them together.” Since a student is either in attendance or not on any particular day, this number will be an unduplicated average.

This average is mandatory by the state and federal reporting requirements, in order to compare to the proposed average daily attendance contained in the budget and program worksheets submitted by the schools as part of the grant application. The proposed average daily attendance should not be confused with the commonly utilized notion of “average daily attendance,” which is the attendance proportion (not number) of regular school students.

The average number of students attending each day (total recorded attendance divided by number of days of operation) was 43 for all students who attended the after-school program at Broadview Elementary School and 35 for Wilton Manors Elementary School during the academic year. For summer 2009, Broadview Elementary had 31 students who attended with a proposed average of 39. No summer enrollment or operations were reported for Wilton Manors Elementary. On the Academic Year Reporting Form, the schools reported a higher average number of 125 and 77 students attending each day, respectively, creating a discrepancy between the manual collection of attendance data and attendance data entered into TERMS. The TERMS enrollment was less than the proposed values of 77 and 90, for Broadview and Wilton Manors elementary schools, respectively.

Table 2
Average Number of Students Attending a 21st CCLC Program, 2009-10

	Summer 2009	Academic year				Overall
		After school	Before school	During school	Weekend/ holidays	
Broadview Elementary						
Actual	31	43	0	0	0	43
Proposed	39	77	0	0	0	77
Wilton Manors Elementary						
Actual	0	35	0	0	0	35
Proposed	0	90	0	0	0	90

Table 3 summarizes selected demographics of students participating in 21st CCLC at Broadview Elementary School during the 2009-10 school year. A total of 48% ($n=78$) of all participants were female, and 48% ($n=56$) of the regular participants were female. A total of 87% ($n=142$) of the total participants and 88% ($n=103$) of the regular participants were on free or reduced-price lunch. For Wilton Manors Elementary School during the 2009-10 school year, a total of 51% ($n=94$) of all participants were female, and 46% ($n=19$) of the regular participants were female. A total of 78% ($n=142$) of the total participants and 90% ($n=37$) of the regular participants were on free or reduced-price lunch. Broward County Public Schools does not collect data on single parent homes.

Table 3
Student Demographics in 21st CCLC Program, 2009-10

Group	Gender		Identified as single parent			Free or reduced-price lunch			
	Male	Female	Female head of household	Male head of household	No	Yes	No	Unknown	
Broadview Elementary									
Total students (<i>n</i> =164)	<i>n</i>	86	78	--	--	--	142	22	0
	%	52	48	--	--	--	87	13	0
Regular students (<i>n</i> =117)	<i>n</i>	61	56	--	--	--	103	14	0
	%	52	48	--	--	--	88	12	0
Wilton Manors Elementary									
Total students (<i>n</i> =183)	<i>n</i>	89	94	--	--	--	142	41	0
	%	49	51	--	--	--	78	22	0
Regular students (<i>n</i> =41)	<i>n</i>	22	19	--	--	--	37	4	0
	%	54	46	--	--	--	90	10	0

Note. Dashes indicate that data is not available because BCPS does not collect data on single parent homes.

Table 4 summarizes students with limited English proficiency and those with disabilities. Of the total participants at Broadview Elementary School, 26% (*n*=43) were limited English proficient; and 73% (*n*=32) of the regular participants were Limited English Proficient. A total of 17% (*n*=27) of the total participants and 15% (*n*=17) of the regular participants were identified as having a disability. Of the total participants, two (<1%) were identified as homeless. One (<1%) of the regular students in the program were identified as homeless. For the total participants at Wilton Manors Elementary School, 9% (*n*=17) were limited English proficient; and 10% (*n*=4) of the regular participants were limited English proficient. A total of 16% (*n*=29) of the total participants and 34% (*n*=14) of the regular participants were identified as having a disability. Of the total participants, one (<1%) was identified as homeless. None of the regular students in the program were identified as homeless.

Table 4
Student Special Needs in 21st CCLC Program, 2009-10

Group	Limited English proficient			Identified with disability			Identified as homeless			
	Yes	No	Unknown	Yes	No	Unknown	Yes	No	Unknown	
Broadview Elementary										
Total Students (<i>n</i> =164)	<i>n</i>	43	121	0	27	137	0	2	162	0
	%	26	74	0	17	84	0	1	99	0
Regular Students (<i>n</i> =117)	<i>n</i>	32	85	0	17	100	0	1	116	0
	%	73	27	0	15	86	0	1	99	0
Wilton Manors Elementary										
Total Students (<i>n</i> =183)	<i>n</i>	17	166	0	29	154	0	1	182	0
	%	9	91	0	16	84	0	1	99	0
Regular Students (<i>n</i> =41)	<i>n</i>	4	37	0	14	27	0	0	41	0
	%	10	90	0	34	66	0	0	100	0

As shown in Table 5, for Broadview Elementary School among the total participants, 42% ($n=68$) were Black, 45% ($n=74$) were Hispanic, and 9% ($n=14$) were White. Among the regular participants, 44% ($n=52$) were Black, 43% ($n=50$) were Hispanic, and 10% ($n=12$) were White. For Wilton Manors Elementary School among the total participants, 59% ($n=108$) were Black, 24% ($n=44$) were Hispanic, and 13% ($n=23$) were White. Among the regular participants, 66% ($n=27$) were Black, 27% ($n=11$) were Hispanic, and 5% ($n=2$) were White.

Table 5
Student Race and Ethnicity in 21st CCLC Program, 2009-10

Group		American					
		Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Multi- ethnic
Broadview Elementary							
Total Students ($n=164$)	<i>n</i>	0	2	68	74	14	6
	%	0	1	42	45	9	4
Regular Students ($n=117$)	<i>n</i>	0	1	52	50	12	2
	%	0	1	44	43	10	2
Wilton Manors Elementary							
Total Students ($n=183$)	<i>n</i>	0	6	108	44	23	2
	%	0	3	59	24	13	1
Regular Students ($n=41$)	<i>n</i>	0	1	27	11	2	0
	%	0	2	66	27	5	0

Table 6 documents student participation by grade level for Broadview Elementary School. There were slightly more regular students in grade 4 with 43% ($n=50$) and approximately equal numbers in grade 3 (29%, $n=34$) and grade 5 (28%, $n=33$). For Wilton Manors Elementary School, there was a tendency for the regular students to be older, with 59% ($n=24$) in grade 5, 34% ($n=14$) in grade 4, and 7% ($n=3$) in grade 3.

Table 6
Student Participation by Grade Levels in 21st CCLC Program, 2009-10

Group		Grade Level													
		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Broadview Elementary															
Total Students ($n=164$)	<i>n</i>						49	70	45						
	%						30	43	27						
Regular Students ($n=117$)	<i>n</i>						34	50	33						
	%						29	43	28						
Wilton Manors Elementary															
Total Students ($n=183$)	<i>n</i>						52	62	69						
	%						28	34	38						
Regular Students ($n=41$)	<i>n</i>						3	14	24						
	%						7	34	59						

Note. 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. Shaded areas indicate not applicable.

Program Operation

Table 7 presents the total number of weeks, the typical number of days per week, and the number of hours per day that each site was in operation during the 2009-10 academic year. The program at Broadview Elementary School operated for 30 weeks at four days per week during the academic year and nine weeks at four days per week during the summer. For Wilton Manors Elementary School the program operated for 30 weeks at four days per week during the academic year and no summer enrollment or hours of operation were reported.

Table 7
Hours of Operation, 2009-10

Time Period	Total No. of weeks site was open	Total No. of days site was open	Typical No. of days per week site was open	Typical number of hours per week site was open:				TOTAL number of days site operated:			
				Before School	After School	Weekends	In the Summer	Before School	After School	Weekends	In the Summer
Broadview Elementary Summer 2009	9.0	36	4	0	0	0	0	0	36	0	0
2009-10 Academic Yr.	30.0	106	4	0	12	0	0	0	106	0	0
Wilton Manors Elementary Summer 2009	0.0	0	0	0	0	0	0	0	0	0	0
2009-10 Academic Yr.	30.0	110	4	0	12	0	0	110	13	0	0

Table 8 presents the normal school-day roles for the staff of the after-school program at Broadview Elementary School. A total of 100% (n=15) of the paid staff in the academic year were full-time teachers and 100% (n=13) of the summer staff were full-time teachers. At Wilton Manors Elementary School, a total of 71% (n=27) of the paid staff in the academic year were full-time teachers.

Table 8
Staff's Regular Responsibilities in 21st CCLC Program, 2009-10

Group	2009-10 academic year		Summer of 2009	
	Paid	Volunteer	Paid	Volunteer
Broadview Elementary				
School-day teachers (include former & substitute)	15	0	13	0
Center administrators and coordinators	0	0	0	0
Youth development workers and other nonschool-day staff with a college degree or higher	0	0	0	0
Other nonteaching school-day staff	0	0	0	0
Parents	0	0	0	0
College students	0	0	0	0
High school students	0	2	0	0
Other community members	0	0	0	0
Other nonschool-day staff with some or no college	0	1	0	0

(table continues)

Table 8 (continued).

Staff's Regular Responsibilities in 21st CCLC Program, 2009-10

Group	2009-10 academic year		Summer of 2009	
	Paid	Volunteer	Paid	Volunteer
Wilton Manors Elementary				
School-day teachers (include former & substitute)	27	0	0	0
Center administrators and coordinators	1	0	0	0
Youth development workers and other nonschool-day staff with a college degree or higher	0	0	0	0
Other nonteaching school-day staff	9	0	0	0
Parents	0	0	0	0
College students	0	0	0	0
High school students	0	0	0	0
Other community members	1	1	0	0
Other nonschool-day staff with some or no college	0	0	0	0

Note. These categories represent the regular responsibilities of program staff during the regular school day.

Program Outcomes

The extent to which this grant has met its stated objectives is examined below. Overall, the grant met five out of the nine objectives (improve academic performance, participate in academic enrichment, improve attendance for those who had more than five unexcused absences last year and for those who had five or fewer unexcused absences last year, and improved classroom behavior for those students who had no internal suspensions last year. The grant failed objectives concerning improved classroom behavior for students who had one or more internal suspensions last year, increased level of parent involvement, improve in family member participation in End of Summer Family Showcase, and demonstrated progress in fitness and/or health/wellness). Note that Objectives 4.1 and 4.2 were combined, as a school could have programs in either or both fitness and health/wellness.

Objective 1.1—Seventy-five percent (75%) of students regularly participating in academic enhancement programs will improve performance in state and local standards as demonstrated by such measures as student report cards, Benchmark Assessment Tests (BAT) and FCAT.

The results of an analysis of the changes from 2008-09 to 2009-10 in student FCAT-SSS developmental scale scores for regularly participating students are presented in Table 9. GPAs are not used for elementary school because GPAs are not calculated for elementary school students. The BAT scores were not analyzed, due to the fact that their timing did not adequately reflect the impact of an academic year program. Improvement was defined for each measure, for each student, when the 2009-10 value was greater than the 2008-09 value. The number and percent of students documented in the row titled, “At least one measure,” refers to students who improved on at least one of the two measures (FCAT Reading and FCAT Mathematics). For Broadview Elementary School a total of 97% of the regularly participating students demonstrated an improvement in state and local standards, as demonstrated by at least one of the

Table 9
Academic Performance Improvement

School/Measure	<i>n</i>	Percentage demonstrating improvement
Broadview Elementary		
FCAT Reading	86	80
FCAT Mathematics	86	87
Semester GPA	--	--
At least one measure	83	97
Wilton Manors Elem.		
FCAT Reading	38	63
FCAT Mathematics	38	84
Semester GPA	--	--
At least one measure	36	95

Note. The last row includes students who have shown gains on at least one of the three measures listed. Dashes indicate data not available.

two measures listed in the table; and we can conclude that this objective has been met. For Wilton Manors Elementary School a total of 95% of the regularly participating students demonstrated an improvement in state and local standards as demonstrated by at least one of the two measures listed in the table; and we can conclude that this objective has been met.

students participating in the program for the period of this evaluation. Conceivably, there might have been some “lingering” impact on non-participants, by their participation in previous years, and “cumulative” impacts on current participants, by the fact that they participated for more than one year.

Note that this analysis only examined the impact of

Objective 1.2—All students regularly participating in center programs will participate in academic enrichment activities, aligned to state standards in core academic areas, in non-traditional settings that address the diverse learning needs of the target population as demonstrated by teacher and center staff lesson plans.

The evaluator, as part of his site visitations, observed site operations, interviewed the center staff and reviewed a collection of lesson plans assembled by the staff as representative of the activities provided. In addition, the grant coordinator has made regular site visitations during the year, observing activities and reviewing lesson plans. The results of both of these data collection activities (site visitation and document review by both the evaluator and grant coordinator) indicate that academic enrichment activities, aligned to state standards, in non-traditional settings that address the diverse needs of the target population have been provided. Examples of these academic enrichment activities include reading circles, hands-on cooperative learning activities, computer-assisted instruction, tutoring, and homework assistance. We can therefore conclude that this objective has been met.

Objective 2.1—80% of students regularly participating in the 21st CCLC program who have more than five unexcused absences the previous year, will have fewer absences than non-21st CCLC program participants at the school with more than five unexcused absences the previous year.

Table 10 presents the proportion of students regularly participating in the 21st CCLC program at Broadview Elementary School and Wilton Manors Elementary School who had more than five unexcused absences the previous year, and had fewer absences than the mean of non-21st CCLC program participants at the school, with more than five unexcused absences the previous year.

This proportion was greater than 80% at Broadview Elementary School and less than 80% at Wilton Manors Elementary School. The combined proportion was 81%, so we can conclude this objective has been met for this grant

Table 10

Comparison of the Number of 2009-10 Absences for Participants and Non-participants Who Had More Than Five Unexcused Absences the Previous Year

Grant	Mean number of absences for non-participants	Participants with fewer absences than the mean number of absences for non-participants	
		<i>n</i>	%
Broadview Elementary	9.3	5	83
Wilton Manors Elementary	10.0	2	78

A relative analysis of program participants, involving the interaction term of a two-way MANOVA, was not performed due to the fact that there were too few students with more than five absences in the participant group to perform a meaningful relative analysis.

Objective 2.2—80% of regularly participating students in the 21st CCLC program who had five or fewer unexcused absences the previous year will have the same or fewer unexcused absences than they had the previous year.

Table 11 presents the proportion of regularly participating students in the 21st CCLC program at Broadview Elementary School and Wilton Manors Elementary School who had five or fewer unexcused absences the

Table 11

Number and Percentage of Students Participating Who Had Five or Fewer Unexcused Absences the Previous Year Who Had the Same or Fewer Unexcused Absences in 2009-10

Grant	Improving	
	<i>n</i>	%
Broadview Elementary	110	100
Wilton Manors Elementary	35	97

previous year and had the same or fewer unexcused absences than they had the previous year. This proportion was greater than 80%, so we can conclude that this objective has been met.

Objective 2.3—75% of students regularly participating in the 21st CCLC program at the school who have one or more internal suspension the previous year, will have fewer internal suspensions than those non-21st CCLC students at the school with one or more internal suspension the previous year.

Table 12 presents the proportion of students regularly participating in the 21st CCLC program at Broadview Elementary School and Wilton Manors Elementary School who had one or more internal suspensions the previous year, and had fewer internal suspensions than the mean of those non-21st CCLC students at the school with one or more internal suspension the previous year. There was no proportion available for Broadview Elementary due to the fact that there were no participants with internal suspensions last year. This proportion was not greater than 80% for either school, therefore, we can conclude that this objective was not met.

Table 12

Comparison of the Number of 2009-10 Internal Suspensions for Participants and Non-participants who had One or More Internal Suspensions the Previous Year

School	Mean number of internal suspensions for non-participants	Participants with fewer internal suspensions than the mean number of internal suspensions for non-participants	
		<i>N</i>	%
Broadview Elementary	1.2	0	--
Wilton Manors Elementary	1.5	1	50

Note. Dashes indicate that data is not available.

A relative analysis of program participants, involving the interaction term of a two-way MANOVA, was not performed due to the fact that there were too few students with internal suspensions in the participant group to perform a meaningful relative analysis.

Objective 2.4—75% of regularly participating students in the 21st CCLC program who had no internal suspensions the previous year will have no internal suspensions during the current year.

Table 13

Proportion of Students Who Had no Internal Suspensions Last Year Who Had no Internal Suspensions This Year

Grant	Improving	
	<i>n</i>	%
Broadview Elementary	116	99
Wilton Manors Elementary	36	92

Table 13 presents the proportion of regularly participating students in the 21st CCLC program who had no internal suspensions the previous year and had no internal suspensions during the current year.

This proportion was greater than 75% for both schools, so we can conclude that this objective was met.

Objective 3.1—The 21st Century Community Learning Centers will result in increased parental involvement (10% of regularly attending students’ parents will participate in the first activity; 20% will participate in the final activity) in positive activities beyond the school day, as demonstrated by parental sign-in sheets.

At Broadview Elementary School and Wilton Manors Elementary School, there were no parental sign-in sheets submitted to support the accomplishment of this objective.

Objective 3.2—Twenty percent (20%) of regularly participating students’ family members, will participate in the End of the Summer Family Showcase, as demonstrated by such measures as parental sign-in sheets.

At Broadview Elementary School and Wilton Manors Elementary School, there were no parental sign-in sheets submitted to support the accomplishment of this objective.

Objective 4.1—Seventy-five percent (75%) of regularly participating 21st CCLC students who participate in health and wellness activities will improve their knowledge and/or performance as demonstrated by such measures as pre- and post-assessments.

At Broadview Elementary School and Wilton Manors Elementary School, there were no pre-test and post-test assessments submitted to support the accomplishment of this objective. However, the evaluator was able to observe that these activities were provided as part of the 21st CCLC program at Broadview Elementary School and Wilton Manors Elementary School.

Objective 4.2—Seventy-five percent (75%) of regularly participating 21st CCLC students who participate in fitness activities will improve their knowledge and/or performance as demonstrated by such measures as pre- and post-assessments.

At Broadview Elementary School, 100% ($n=140$) of the participants demonstrated improvement. At Wilton Manors Elementary School, there were no pre-test and post-test assessments provided to support the accomplishment of this objective. Therefore, we conclude that this objective was not met for the grant. However, the evaluator was able to observe that these activities were provided as part of the 21st CCLC program at Wilton Manors Elementary School.

Program Satisfaction

Overall, parent and student survey findings lead to the conclusion that both parents and students were satisfied with the 21st CCLC program at Broadview Elementary School and Wilton Manors Elementary School. The surveys were conducted by the grant administration at the end of the 2009-10 academic year. The parent surveys were distributed and completed by the parents during the last parent night. The student surveys were completed by the students during the after-school activities.

Table 14 presents the results of the parent survey for Broadview Elementary School. A total of 84% or more of the 130 parents responding expressed satisfaction (satisfied or very satisfied) with all of the items on the survey. There were no areas where the degree of expressed parent dissatisfaction exceeded 10%. Overall, 96% ($n=125$) of the responding parents recommend this program to other parents and 92% ($n=120$) would sign their child up for this program, if offered next year.

Table 14
Parent Survey Responses for Broadview Elementary

Item	n	Percentage responding					
		Very unsatisfied	Unsatisfied	Not sure	Satisfied	Very satisfied	No response
How satisfied are you with:							
The after-school program	130	2	2	4	42	49	2
Overall staff quality	130	1	1	5	35	55	5
Staff warmth/friendliness	130	2	0	5	34	58	2
Staff relating to youth	130	2	1	5	39	51	3
Staff relating to parents	130	0	2	4	39	55	1
Staff serving role model	130	0	1	5	39	54	2
Supplies, toys, and games	130	1	1	14	35	49	2
Play equipment	130	0	0	13	39	47	2
Variety of activities offered	130	0	2	7	44	47	1
Activities management	130	2	1	11	36	49	2
Meals and snacks	130	1	3	9	35	51	1
Program affordability	130	0	2	3	32	61	2
Has the program helped your child:							
Complete homework	130	3	5	6	33	52	1
Learn to get along others	130	0	2	4	48	46	1
Appreciate other culture	130	0	0	9	46	45	0
Follow rules	130	0	1	2	46	49	2
Are you happy with the program	130	0	1	6	34	57	2
Is your child safe	130	0	1	2	32	65	0
Do you stop worrying about what your child is doing	130	0	0	5	40	53	2
Would you recommend the program	130	0	2	0	18	78	2
Would you sign up again	130	1	2	3	15	77	2
Is your child happy with the program	130	2	1	5	32	59	2

Table 15 presents the results of the parent survey for Wilton Manors Elementary School. A total of 92% or more of the 153 parents responding expressed satisfaction (satisfied or very satisfied) with all of the items on the survey, with the exception of play equipment, meals and snacks, and complete homework, where 9% ($n=14$) were not sure. There were no areas where the degree of expressed parent dissatisfaction exceeded 5%. Overall, 96% ($n=147$) of the responding parents recommend this program to other parents and 93% ($n=142$) would sign their child up for this program, if offered next year.

Table 15
Parent Survey Responses for Wilton Manors Elementary

Item	n	Percentage responding					
		Very unsatisfied	Unsatisfied	Not sure	Satisfied	Very satisfied	No response
How satisfied are you with:							
The after-school program	153	1	1	1	28	70	1
Overall staff quality	153	0	0	3	28	67	3
Staff warmth/friendliness	153	0	1	4	28	67	1
Staff relating to youth	153	0	1	4	35	60	1
Staff relating to parents	153	1	1	2	33	63	0
Staff serving role model	153	0	1	3	29	65	1
Supplies, toys, and games	153	0	1	7	33	59	1
Play equipment	153	0	0	9	32	58	1
Variety of activities offered	153	1	1	4	26	68	1
Activities management	153	0	0	7	28	65	1
Meals and snacks	153	0	5	9	33	51	3
Program affordability	153	0	2	5	20	72	2
Has the program helped your child:							
Complete homework	153	3	2	9	29	56	1
Learn to get along others	153	1	1	3	33	61	2
Appreciate other culture	153	0	1	6	32	60	1
Follow rules	153	0	1	3	29	65	1
Are you happy with the program	153	1	0	1	20	77	2
Is your child safe	153	1	1	3	22	74	1
Do you stop worrying about what your child is doing	153	0	1	5	27	66	1
Would you recommend the program	153	0	1	1	12	84	3
Would you sign up again	153	0	1	1	9	84	6
Is your child happy with the program	153	1	1	1	20	77	0

As shown in Table 16, 73% or more of the 113 students responding to the survey agreed with all of the questions on the survey for Broadview Elementary School, with the exception of ability to set goals (68%, $n=77$), turning to an adult for help (68%, $n=77$), and how to be a good citizen 70% ($n=79$). These positive results included questions regarding their feelings as to whether the activities were enjoyable (91%, $n=103$ liked the program), and beneficial (92% or more agreement on items, such as improved grades, mathematics, technology, attendance, following rules, and being drug free).

Table 16
Student Survey Responses for Broadview Elementary

Item	n	Percentage responding			
		Definitely	Kind of	Not at all	No response
Do you like the program	113	74	17	4	4
Do you want to attend next year	113	71	23	3	4
Did the program help you:					
with your homework	113	54	23	17	6
with your grades	113	58	35	5	1
with your reading ability	113	60	31	9	0
with your mathematics	113	80	16	2	3
with your arts and music ability	113	59	32	8	1
with your technology learning	113	79	14	5	2
with your understanding of career options	113	53	32	13	2
improve your school attendance	113	80	17	1	3
learn about other people's cultures	113	64	24	11	2
improve your ability to set goals	113	56	12	31	2
understand that you can turn to adults for help	113	33	35	32	1
increase your pride in your neighborhood	113	57	27	17	0
understand how to be a good citizen	113	38	32	29	1
understand that violence is wrong	113	70	18	12	1
realize that teamwork is important	113	50	32	15	4
understand the importance of following rules	113	58	35	5	1
understand the need for respecting others	113	74	16	7	3
know the importance of respecting yourself	113	44	29	24	3
understand the importance of being drug free	113	68	28	3	1
with your computer skills and abilities	113	73	14	11	3
Did the program improve your:					
skills in playing sports and games	113	81	11	3	5
creative ability and self expression	113	78	18	3	2
ability to make friends	113	83	12	2	3
ability to get along with others	113	81	12	5	2
ability to solve problems in a positive way	113	84	9	5	2
willingness to do things for others	113	68	20	8	4
Did the program give you a safe environment	113	80	17	3	1
Did the program have caring adults	113	68	26	4	3
Did you enjoy the activities	113	78	18	3	2
Did you go to neat and fun places	113	74	21	4	2

As shown in Table 17, student survey responses for Wilton Manors Elementary School demonstrated a high no response rate (30 questions with a no response rate greater than 30%). There were no questions with a response rate of "not at all" greater than 16%. However, 72% of students indicated that the activities were enjoyable ($n=46$ liked the program).

Table 17
Student Survey Responses for Wilton Manors Elementary

Item	n	Percentage responding			
		Definitely	Kind of	Not at all	No response
Do you like the program	64	53	19	0	8
Do you want to attend next year	64	25	20	3	52
Did the program help you:					
with your homework	64	58	6	3	33
with your grades	64	31	8	6	55
with your reading ability	64	36	20	11	33
with your mathematics	64	31	13	0	56
with your arts and music ability	64	31	31	5	33
with your technology learning	64	33	11	2	55
with your understanding of career options	64	30	23	8	39
improve your school attendance	64	25	13	0	63
learn about other people's cultures	64	33	27	6	34
improve your ability to set goals	64	23	9	5	63
understand that you can turn to adults for help	64	31	20	13	36
increase your pride in your neighborhood	64	28	19	13	41
understand how to be a good citizen	64	30	16	13	42
understand that violence is wrong	64	27	17	16	41
realize that teamwork is important	64	30	17	9	44
understand the importance of following rules	64	33	22	3	42
understand the need for respecting others	64	31	14	9	45
know the importance of respecting yourself	64	23	17	16	44
understand the importance of being drug free	64	28	20	6	45
with your computer skills and abilities	64	33	11	11	45
Did the program improve your:					
skills in playing sports and games	64	36	16	3	45
creative ability and self expression	64	42	13	3	42
ability to make friends	64	34	11	6	48
ability to get along with others	64	38	11	5	47
ability to solve problems in a positive way	64	28	11	9	52
willingness to do things for others	64	30	17	3	50
Did the program give you a safe environment	64	25	14	3	58
Did the program have caring adults	64	27	14	5	55
Did you enjoy the activities	64	38	6	5	52
Did you go to neat and fun places	64	33	9	8	50

Appendix D
Grant D
Dillard High School

Grant D consists solely of Dillard High School, which began during the 2007-08 school year and is managed by the YMCA through a contract with the Children’s Services Council. Overall, the grant met four out of the nine objectives (improve academic performance, participate in academic enrichment, improved classroom behavior for those students who had no internal suspensions last year, and demonstrate progress in health and wellness). The grant failed objectives concerning improved attendance for those who had more than five unexcused absences last year and for those who had five or fewer unexcused absences last year, classroom behavior for students who had one or more internal suspensions last year, increased level of parent involvement and improve in family member participation in End of Summer Family Showcase. Note that Objectives 4.1 and 4.2 were combined as a school could have programs in either or both fitness and health/wellness.

Student Attendance and Enrollment

Tables 1 through 6 present the enrollment and demographic distribution of the participants in the 21st CCLC after-school activities during the 2009-10 school year. The total enrollment figures include any student who attended a 21st CCLC for at least one day during summer 2009 or the 2009-10 academic year. Regularly participating students are those who attended for at least 30 days during the same time period. This grant had a discrepancy between the attendance data that schools reported on the Academic Year Reporting Form submitted to the funding agency and the numbers extracted from TERMS.

Table 1 shows that 578 students participated in 21st CCLC activities at Dillard High School during the 2009-10 school year, of which 189 attended at least 30 days. This represents 34% and 11%, respectively, of the 1,691 students at Dillard High School contained on the data file extracted from the District Data Warehouse. Summer enrollment was not available even though operation and staff were reported. This may be due to errors in the TERMS database.

Table 1
Student Enrollment in 21st CCLC Program, 2009-10

Group	Total enrollment			Total
	Summer 2009 only	Academic year only	Summer and academic year	
Total students	--	578	0	578
Regular students	--	189	0	189

Note. Dashes indicate that summer attendance was not available and was therefore excluded from this table.

Table 2 documents the average number of students attending on a daily basis in the after-school activities of the 21st CCLC. The average number of students attending daily for each program was calculated by adding the number of days in attendance for each student in that program and dividing by the number of days in operation of that program. This method is mathematically equivalent to the instructions given by the statewide grant coordinator to “take the attendance

rates for each day and average them together.” Since a student is either in attendance or not on any particular day, this number will be an unduplicated average.

This average is mandatory by the state and federal reporting requirements, in order to compare to the proposed average daily attendance contained in the budget and program worksheets submitted by the schools as part of the grant application. The proposed average daily attendance should not be confused with the commonly utilized notion of “average daily attendance,” which is the attendance proportion (not number) of regular school students.

The average number of students attending each day (total recorded attendance divided by number of days of operation) was 62 for all students who attended the after-school program at Dillard High School during the academic year and 85 for those who attended during summer 2008. On the Academic Year Reporting Form, the school reported a higher average of 206 students attending each day, creating a discrepancy between the manual collection of attendance data and attendance data entered into TERMS. These values are below the proposed amounts of 340 for the after-school activities and 300 for the summer program. The major reasons for this shortfall are:

- The schools had competition with other after-school programs that offered services five days a week, four hours a day.
- The schools had competition with Supplemental Educational Services (SES) that provided after-school tutorial services to students that might otherwise have attended the 21st CCLC programs.
- The school programs started later than the first week of school, which meant parents had already found alternative after-care programs before the 21st CCLC programs began.
- The types of students targeted by 21st CCLC (academically at risk) often have the least supportive families to ensure that they regularly attend the 21st CCLC programs.

Table 2
Average Number of Students Attending a 21st CCLC Program, 2009-10

	Summer 2009	Academic year				Overall
		After school	Before school	During school	Weekend/ holidays	
Actual	--	62	0	0	0	62
Proposed	--	85	0	0	0	85

Note. Dashes indicate that summer attendance was not available and was therefore excluded from this table.

Table 3 summarizes selected demographics of students participating in 21st CCLC at Dillard High School during the 2009-10 school year. A total of 53% ($n=305$) of all participants were female, and 58% ($n=109$) of the regular participants were female. A total of 87% ($n=501$) of the total participants and 85% ($n=160$) of the regular participants were on free or reduced-price lunch. Broward County Public Schools does not collect data on single parent homes.

Table 3
Student Demographics in 21st CCLC Program, 2009-10

Group		Gender		Identified as single parent			Free or reduced-price lunch		
		Male	Female	Female head of household	Male head of household	No	Yes	No	Unknown
Total students (<i>n</i> =578)	<i>n</i>	273	305	--	--	--	501	77	0
	%	47	53	--	--	--	87	13	0
Regular students (<i>n</i> =189)	<i>n</i>	80	109	--	--	--	160	29	0
	%	42	58	--	--	--	85	15	0

Note. Dashes indicate that data is not available because BCPS does not collect data on single parent homes.

Table 4 summarizes students with limited English proficiency and those with disabilities. Of the total participants at Dillard High School, 12% (*n*=68) were limited English proficient; and 23% (*n*=43) of the regular participants were limited English proficient. A total of 6% of the total participants (*n*=33) and regular participants (*n*=11) were identified as having a disability. Of the total participants, six (<1%) were identified as homeless. One (<1%) of the regular students in the program were identified as homeless.

Table 4
Student Special Needs in 21st CCLC Program, 2009-10

Group		Limited English proficient			Identified with disability			Identified as homeless		
		Yes	No	Unknown	Yes	No	Unknown	Yes	No	Unknown
Total students (<i>n</i> =578)	<i>n</i>	68	510	0	33	545	0	6	572	0
	%	12	88	0	6	94	0	1	99	0
Regular students (<i>n</i> =189)	<i>n</i>	43	146	0	11	178	0	1	188	0
	%	23	77	0	6	94	0	1	99	0

As shown in Table 5, for Dillard High School among the total participants, 95% (*n*=551) were Black, 3% (*n*=15) were Hispanic, and 1% (*n*=5) were White. Among the regular participants, 94% (*n*=177) were Black, 4% (*n*=7) were Hispanic, and 1% (*n*=2) were White.

Table 5
Student Race and Ethnicity in 21st CCLC Program, 2009-10

Group		American					
		Indian/Alaska Native	Asian/Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Multi-ethnic
Total students (<i>n</i> =578)	<i>n</i>	0	0	551	15	5	7
	%	0	0	95	3	1	1
Regular students (<i>n</i> =189)	<i>n</i>	0	0	177	7	2	3
	%	0	0	94	4	1	2

Table 6 documents student participation by grade level for Dillard High School. There was a slight tendency for the students to be younger, with 60% (*n*=112) of the regular students in grades 9 and 10.

Table 6
Student Participation by Grade Levels in 21st CCLC Program, 2009-10

Group		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Total students (<i>n</i> =578)	<i>n</i>											193	181	180	24
	%											33	31	31	4
Regular students (<i>n</i> =189)	<i>n</i>											54	58	68	9
	%											29	31	36	5

Note. Grade levels are exclusive, as students can only be in one grade level. The total number of students whose grade level is unknown are not indicated, but can be derived from this table. Shaded areas indicate not applicable.

Program Operation

Table 7 presents the total number of weeks, the typical number of days per week, and the number of hours per day that each site was in operation during the 2009-10 academic year. The program at Dillard High School operated for 32 weeks at four days per week during the academic year, and six weeks at four days per week during the summer.

Table 7
Hours of Operation, 2009-10

Time Period	Total No. of weeks site was open	Total No. of days site was open	Typical No. of days per week site was open	Typical number of hours per week site was open:				TOTAL number of days site operated:				
				Before School	After School	Weekends	In the Summer	Before School	After School	Weekends	In the Summer	
Summer 2009	0	0	0	0	0	0	12	0	0	0	0	24
2009-10 Academic Yr.	32	124	4	0	12	0	0	0	124	0	0	0

Table 8 presents the normal school-day wages for the staff of the after-school program at Dillard High School. A total of 83% (*n*=5) of the paid staff in the academic year were full-time teachers, while 83% (*n*=5) of the summer staff were full-time teachers. Given the number of participants reported, it is probable that there are teachers that were not included on the staff database.

Table 8
Staff's Regular Responsibilities in 21st CCLC Program, 2009-10

Group	2009-10 academic year		Summer of 2009	
	Paid	Volunteer	Paid	Volunteer
School-day teachers (include former & substitute)	5	0	5	0
Center administrators and coordinators	1	0	1	0
Youth development workers and other nonschool-day staff with a college degree or higher	0	0	0	0
Other nonteaching school-day staff	0	0	0	0
Parents	0	0	0	0

(table continues)

Table 8 (continued).

Group	2009-10 academic year		Summer of 2009	
	Paid	Volunteer	Paid	Volunteer
College students	0	0	0	0
High school students	0	0	0	0
Other community members	0	0	0	0
Other nonschool-day staff with some or no college	0	0	0	0

Note. These categories represent the regular responsibilities of program staff during the regular school day.

Program Outcomes

Overall, the grant met four out of the nine objectives (improve academic performance, participate in academic enrichment, improved classroom behavior for those students who had no internal suspensions last year, and demonstrated progress in health and wellness). The grant failed objectives concerning improved attendance for those who had more than five unexcused absences last year and for those who had five or fewer unexcused absences last year, classroom behavior for students who had one or more internal suspensions last year, increased level of parent involvement and improve in family member participation in End of Summer Family Showcase. Note that Objectives 4.1 and 4.2 were combined, as a school could have programs in either or both fitness and health/wellness.

Objective 1.1—Seventy-five percent (75%) of students regularly participating in academic enhancement programs will improve performance in state and local standards as demonstrated by such measures as student report cards, Benchmark Assessment Tests (BAT) and FCAT.

The results of an analysis of the changes from 2008-09 to 2009-10 in student FCAT-SSS developmental scale scores and student yearly grade point averages (GPA) for regularly participating students are presented in Table 9. Improvement was defined for each measure, for each student, when the 2009-10 value was greater than the 2008-09 value.

Table 9

Academic Performance Improvement

Measure	<i>n</i>	Percentage demonstrating improvement
FCAT Reading	84	47
FCAT Mathematics	104	59
Semester GPA	118	64
At least one measure	158	87

Note. The last row includes students who have shown gains on at least one of the three measures listed.

the regularly participating students demonstrated an improvement in state and local standards as demonstrated by at least one of the three measures listed in the table; and we can conclude that this objective has been met.

Note that this analysis only examined the impact of students participating in the program for the period of this evaluation. Conceivably, there might have been some “lingering” impact on non-participants, by their participation in previous years, and “cumulative” impacts on current participants, by the fact that they participated for more than one year.

Objective 1.2—All students regularly participating in center programs will participate in academic enrichment activities, aligned to state standards in core academic areas, in non-traditional settings that address the diverse learning needs of the target population as demonstrated by teacher and center staff lesson plans.

The evaluator, as part of his site visitations, observed site operations, interviewed the center staff and reviewed a collection of lesson plans assembled by the staff as representative of the activities provided. In addition, the grant coordinator has made regular site visitations during the year, observing activities and reviewing lesson plans. The results of both of these data collection activities (site visitation and document review by both the evaluator and grant coordinator) indicate that academic enrichment activities, aligned to state standards, in non-traditional settings that address the diverse needs of the target population have been provided. Examples of these academic enrichment activities include reading circles, hands-on cooperative learning activities, computer-assisted instruction, tutoring, and homework assistance. We can therefore conclude that this objective has been met.

Objective 2.1—80% of students regularly participating in the 21st CCLC program who have more than five unexcused absences the previous year, will have fewer absences than non-21st CCLC program participants at the school with more than five unexcused absences the previous year.

Table 10
Comparison of the Number of 2009-10 Absences for Participants and Non-participants Who Had More Than Five Unexcused Absences the Previous Year

Grant	Mean number of absences for non-participants	Participants with fewer absences than the mean number of absences for non-participants	
		<i>n</i>	%
D	16.6	30	73

Table 10 presents the proportion of students regularly participating in the 21st CCLC program at Dillard High School who had more than five unexcused absences the previous year, and had fewer absences than the mean of non-21st CCLC program participants at the

school, with more than five unexcused absences the previous year. This proportion was less than 80%, so we can conclude that this objective was not met.

A relative analysis of program participants, involving the interaction term of a two-way MANOVA, was not performed due to the fact that there were too few students with more than five absences in the participant group to perform a meaningful relative analysis.

Objective 2.2—80% of regularly participating students in the 21st CCLC program who had five or fewer unexcused absences the previous year will have the same or fewer unexcused absences than they had the previous year.

Table 11
Number and Percentage of Students Participating Who Had Five or Fewer Unexcused Absences the Previous Year Who Had the Same or Fewer Unexcused Absences in 2009-10

Grant	Improving	
	<i>n</i>	%
D	105	75

Table 11 presents the proportion of regularly participating students in the 21st CCLC program at Dillard High School who had five or fewer unexcused absences the previous year and had the same or fewer

unexcused absences than they had the previous year. This proportion was less than 80%, so we can conclude that this objective was not met.

Objective 2.3—75% of students regularly participating in the 21st CCLC program at the school who have one or more internal suspension the previous year, will have fewer internal suspensions than those non-21st CCLC students at the school with one or more internal suspension the previous year.

Table 12
Comparison of the Number of 2009-10 Internal Suspensions for Participants and Non-participants who had One or More Internal Suspensions the Previous Year

Grant	Mean number of internal suspensions for non-participants	Participants with fewer internal suspensions than the mean number of internal suspensions for non-participants	
		<i>n</i>	%
D	2.2	1	17

Table 12 presents the proportion of students regularly participating in the 21st CCLC program at Dillard High School who had one or more internal suspension the previous year, and had less internal suspensions than the mean of those non-21st CCLC students at the school with

one or more internal suspension the previous year. This proportion was not greater than 80% for for this grant, so we can conclude that this objective was not met. A relative analysis of program participants, involving the interaction term of a two-way MANOVA, was not performed due to the fact that there were too few students with internal suspensions in the participant group to perform a meaningful relative analysis.

Objective 2.4—75% of regularly participating students in the 21st CCLC program who had no internal suspensions the previous year will have no internal suspensions during the current year.

Table 13
Proportion of Students Who Had no Internal Suspensions Last Year Who Had no Internal Suspensions This Year

Grant	Improving	
	<i>n</i>	%
D	183	100

Table 13 presents the proportion of regularly participating students in the 21st CCLC program at Dillard High School who had no internal suspensions the

previous year and had no internal suspensions during the current year. This proportion was greater than 75% so we can conclude that this objective was met.

Objective 3.1—The 21st Century Community Learning Centers will result in increased parental involvement (10% of regularly attending students' parents will participate in the first activity; 20% will participate in the final activity) in positive activities beyond the school day, as demonstrated by parental sign-in sheets.

There were no parental sign-in sheets submitted to support the accomplishment of this objective.

Objective 3.2—Twenty percent (20%) of regularly participating students' family members, will participate in the End of the Summer Family Showcase, as demonstrated by such measures as parental sign-in sheets.

A total of 21 parents attended the parent night. However, the accomplishment of this objective cannot be established since it is not possible to determine which of these parents are associated with regularly participating students.

Objective 4.1—Seventy-five percent (75%) of regularly participating 21st CCLC students who participate in health and wellness will improve their knowledge and/or performance as demonstrated by such measures as pre- and post-assessments.

A total of 22 students participating in the health and wellness activities had valid pre-test and post-test scores at Dillard High School. Of these, 100% demonstrated improvement.

Objective 4.2—Seventy-five percent (75%) of regularly participating 21st CCLC students who participate in fitness will improve their knowledge and/or performance as demonstrated by such measures as pre- and post-assessments.

There were no pre-test and post-test assessments submitted to support the accomplishment of this objective. However, the evaluator was able to observe that these activities were provided as part of the 21st CCLC program at Dillard High School.

Program Satisfaction

Overall, parent and student survey findings lead to the conclusion that both parents and students were satisfied with the 21st CCLC program. The surveys were conducted by the grant administration at the end of the 2009-10 academic year. The parent surveys were distributed and completed by the parents during the last parent night. The student surveys were completed by the students during the after-school activities.

Table 14 presents the results of the parent survey. A total of 75% or more of the 177 parents expressed satisfaction (*satisfied* or *very satisfied*) with all of the items on the survey; with the exception of staff relating to parents, where 22% ($n=39$) were not sure; meals and snacks, where 18% ($n=32$) were not sure, and; supplies, toys, and games, where 11% ($n=19$) were not satisfied. There were no areas where the degree of expressed parent dissatisfaction exceeded 11%.

Overall, 92% ($n=163$) of the responding parents recommend this program to other parents and 90% ($n=159$) would sign their child up for this program, if offered next year.

Table 14
Parent Survey Responses for Dillard High

Item	n	Percentage responding					
		Very unsatisfied	Unsatisfied	Not sure	Satisfied	Very satisfied	No response
How satisfied are you with:							
The after-school program	177	1	1	8	46	45	0
Overall staff quality	177	1	1	12	50	36	0
Staff warmth/friendliness	177	1	2	13	48	36	0
Staff relating to youth	177	1	2	16	44	37	0
Staff relating to parents	177	2	2	22	39	35	0
Staff serving role model	177	1	2	14	47	35	1
Supplies, toys, and games	177	4	7	21	38	29	1
Play equipment	177	3	3	17	46	29	2
Variety of activities offered	177	3	3	14	40	40	1
Activities management	177	1	3	15	48	33	0
Meals and snacks	177	3	6	18	35	38	1
Program affordability	177	1	2	11	43	41	1
Has the program helped your child:							
Complete homework	177	3	2	14	43	38	1
Learn to get along others	177	1	2	14	42	41	1
Appreciate other culture	177	1	1	14	41	41	1
Follow rules	177	1	1	10	46	41	1
Are you happy with the program	177	1	2	9	44	42	2
Is your child safe	177	2	2	10	49	38	0
Do you stop worrying about what your child is doing	177	3	1	7	44	45	0
Would you recommend the program	177	1	0	6	41	51	1
Would you sign up again	177	2	0	6	40	50	2
Is your child happy with the program	177	3	0	7	46	43	1

As shown in Table 15, many of the questions demonstrated a high no response rate (six questions with a no response rate greater than 30%). Questions with a response rate of “not at all” greater than 18% were, understanding how to be a good citizen, importance of teamwork, and respecting yourself. Overall, 88% ($n=114$) of the students indicated that they liked the program.

Table 15
Student Survey Responses for Dillard High

Item	N	Percentage responding			
		Definitely	Kind of	Not at all	No response
Do you like the program	130	76	12	4	9
Do you want to attend next year	130	43	22	5	31
Did the program help you:					
with your homework	130	55	19	9	17
with your grades	130	41	25	3	32
with your reading ability	130	55	21	14	11
with your mathematics	130	48	19	2	31
with your arts and music ability	130	41	34	12	13
with your technology learning	130	55	11	3	31
with your understanding of career options	130	45	28	11	16
improve your school attendance	130	52	15	1	32
learn about other people's cultures	130	49	20	13	18
improve your ability to set goals	130	36	19	15	31
understand that you can turn to adults for help	130	40	23	18	19
increase your pride in your neighborhood	130	43	19	18	20
understand how to be a good citizen	130	40	22	19	19
understand that violence is wrong	130	43	23	15	19
realize that teamwork is important	130	35	26	19	20
understand the importance of following rules	130	49	22	8	21
understand the need for respecting others	130	53	17	7	23
know the importance of respecting yourself	130	29	28	19	24
understand the importance of being drug free	130	42	24	10	25
with your computer skills and abilities	130	49	15	12	24
Did the program improve your:					
skills in playing sports and games	130	59	10	5	27
creative ability and self expression	130	56	11	5	28
ability to make friends	130	55	12	5	28
ability to get along with others	130	53	12	7	28
ability to solve problems in a positive way	130	40	14	18	29
willingness to do things for others	130	34	21	18	28
Did the program give you a safe environment	130	35	21	15	29
Did the program have caring adults	130	48	17	7	29
Did you enjoy the activities	130	45	21	5	29
Did you go to neat and fun places	130	49	19	4	29

Appendix E
Grant E
Coconut Creek and Hallandale High Schools

Grant E consists of Coconut Creek and Hallandale high schools, began during the 2007-08 school year, and is managed by the YMCA through a contract with the Children’s Services Council. Overall, the grant met four out of the nine objectives (improve academic performance, participate in academic enrichment, improved classroom behavior for those students who had no internal suspensions last year, and demonstrate progress in fitness, and/or health/wellness). The grant failed objectives concerning improved attendance for those who had more than five unexcused absences last year and for those who had five or fewer unexcused absences last year, classroom behavior for students who had one or more internal suspensions last year, increased level of parent involvement, and improve in family member participation in End of Summer Family Showcase. Note that Objectives 4.1 and 4.2 were combined as a school could have programs in either or both fitness and health/wellness.

Student Attendance and Enrollment

Tables 1 through 6 present the enrollment and demographic distribution of the participants in the 21st CCLC after-school activities during the 2009-10 school year. The total enrollment figures include any student who attended a 21st CCLC for at least one day during summer 2009 or the 2009-10 academic year. Regularly participating students are those who attended for at least 30 days during the same time period. This grant had a discrepancy between the attendance data that schools reported on the Academic Year Reporting Form submitted to the funding agency and the numbers extracted from TERMS.

Table 1 shows that 447 students participated in 21st CCLC activities at Coconut Creek High School during the 2009-10 school year, of which 101 attended at least 30 days. This represents 19% and 4%, respectively, of the 2,355 students at Coconut Creek High School contained on the data file extracted from the District’s Data Warehouse. A total of 528 students participated in 21st CCLC activities at Hallandale High School during the 2009-10 school year, of which 65 attended at least 30 days. This represents 30% and 4%, respectively, of the 1,756 students at Hallandale High School contained on the data file. The number of students participating in the summer program at Coconut Creek High was 130, with 45 students attending regularly. No summer enrollment or operations were reported for Hallandale High School.

Table 1
Student Enrollment in 21st CCLC Program, 2009-10

Group	Total enrollment			Total
	Summer 2009 only	Academic year only	Summer and academic year	
Coconut Creek High				
Total students	41	358	89	488
Regular students	0	56	45	101
Hallandale High				
Total students	0	528	0	528
Regular students	0	65	0	65

Table 2 documents the average number of students attending on a daily basis in the after-school activities of the 21st CCLC. The average number of students attending daily for each program was calculated by adding the number of days in attendance for each student in that program and dividing by the number of days in operation of that program. This method is mathematically equivalent to the instructions given by the statewide grant coordinator to “take the attendance rates for each day and average them together.” Since a student is either in attendance or not on any particular day, this number will be an unduplicated average.

This average is mandatory by the state and federal reporting requirements, in order to compare to the proposed average daily attendance contained in the budget and program worksheets submitted by the schools as part of the grant application. The proposed average daily attendance should not be confused with the commonly utilized notion of “average daily attendance,” which is the attendance proportion (not number) of regular school students.

The average number of students attending each day (total recorded attendance divided by number of days of operation) was 57 for all students who attended the after-school program at Coconut Creek High School and 69 for Hallandale High School during the academic year. For summer 2009, Coconut Creek High School had an average attendance of 32 with a proposed average of 118. No summer enrollment or operations were reported for Hallandale High School. On the Academic Year Reporting Form, the schools reported a higher average number of 103 and 114 students attending each day, respectively, creating a discrepancy between the manual collection of attendance data and attendance data entered into TERMS. These values are below the proposed amounts of 172 and 150, respectively. The major reasons for this shortfall are:

- The schools had competition with other after-school programs that offered services five days a week, four hours a day.
- The schools had competition with Supplemental Educational Services (SES) that provided after-school tutorial services to students that might otherwise have attended the 21st CCLC programs.
- The school programs started later than the first week of school, which meant parents had already found alternative after-care programs before the 21st CCLC programs began.
- The types of students targeted by 21st CCLC (academically at risk) often have the least supportive families to ensure that they regularly attend the 21st CCLC programs.

Table 2
Average Number of Students Attending a 21st CCLC Program, 2009-10

	Summer 2009	Academic year				Overall
		After School	Before school	During school	Weekend/ holidays	
Coconut Creek High						
Actual	32	57	0	0	0	57
Proposed	118	172	0	0	0	172
Hallandale High						
Actual	0	69	0	0	0	69
Proposed	0	150	0	0	0	150

Table 3 summarizes selected demographics of students participating in 21st CCLC at Coconut Creek High School during the 2009-10 school year. A total of 42% ($n=206$) of all participants were female, and 31% ($n=31$) of the regular participants were female. A total of 79% ($n=383$) of the total participants and 91% ($n=92$) of the regular participants were on free or reduced-price lunch. Broward County Public Schools does not collect data on single parent homes. At Hallandale High School during the 2009-10 school year. A total of 53% ($n=280$) of all participants were female, and 51% ($n=33$) of the regular participants were female. A total of 81% ($n=426$) of the total participants and 80% ($n=52$) of the regular participants were on free or reduced-price lunch. Broward County Public Schools does not collect data on single parent homes.

Table 3
Student Demographics in 21st CCLC Program, 2009-10

Group	Gender		Identified as single parent			Free or reduced-price lunch			
	Male	Female	Female head of household	Male head of household	No	Yes	No	Unknown	
Coconut Creek High									
Total students ($n=488$)	n	282	206	--	--	--	383	105	0
	%	58	42	--	--	--	79	22	0
Regular students ($n=101$)	n	70	31	--	--	--	92	9	0
	%	69	31	--	--	--	91	9	0
Hallandale High									
Total students ($n=528$)	n	248	280	--	--	--	426	102	0
	%	47	53	--	--	--	81	19	0
Regular students ($n=65$)	n	32	33	--	--	--	52	13	0
	%	49	51	--	--	--	80	20	0

Note. Dashes indicate that data is not available because BCPS does not collect data on single parent homes.

Table 4 summarizes students with limited English proficiency and those with disabilities. Of the total participants at Coconut Creek High School, 23% ($n=110$) were limited English proficient; and 32% ($n=32$) of the regular participants were limited English proficient. A total of 8% ($n=40$) of the total participants and 8% ($n=8$) of the regular participants were identified as having a disability. Of the total participants, seven (<1%) were identified as homeless and one of the regular students in the program were identified as homeless. At Hallandale High School, 12% ($n=62$) were limited English proficient; and 9% ($n=6$) of the regular participants were limited English proficient. A total of 5% ($n=28$) of the total participants and 6% ($n=4$) of the regular participants were identified as having a disability. Of the total participants, three (<1%) were identified as homeless and none of the regular students in the program were identified as homeless.

Table 4
Student Special Needs in 21st CCLC Program, 2009-10

Group	Limited English proficient			Identified with disability			Identified as homeless			
	Yes	No	Unknown	Yes	No	Unknown	Yes	No	Unknown	
Coconut Creek High										
Total Students (n=488)	<i>n</i> 110	378	0	40	448	0	7	481	0	
	% 23	78	0	8	92	0	1	99	0	
Regular Students (n=101)	<i>n</i> 32	69	0	8	93	0	1	101	0	
	% 32	68	0	8	92	0	1	99	0	
Hallandale High										
Total Students (n=528)	<i>n</i> 62	466	0	28	500	0	3	525	0	
	% 12	88	0	5	95	0	1	99	0	
Regular Students (n=65)	<i>n</i> 6	59	0	4	61	0	0	65	0	
	% 9	91	0	6	94	4	0	100	0	

As shown in Table 5, for Coconut Creek High School among the total participants, 78% (*n*=378) were Black, 16% (*n*=78) were Hispanic, and 4% (*n*=18) were White. Among the regular participants, 88% (*n*=89) were Black, and 11% (*n*=11) were Hispanic. For Hallandale High School among the total participants, 68% (*n*=361) were Black, 24% (*n*=128) were Hispanic, and 6% (*n*=30) were White. Among the regular participants, 66% (*n*=43) were Black, 31% (*n*=20) were Hispanic, and 2% (*n*=1) were White.

Table 5
Student Race and Ethnicity in 21st CCLC Program, 2009-10

Group	American						
	Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Multi- ethnic	
Coconut Creek High							
Total Students (n=488)	<i>n</i> 0	5	378	78	18	9	
	% 0	1	78	16	4	2	
Regular Students (n=101)	<i>n</i> 0	0	89	11	0	1	
	% 0	0	88	11	0	1	
Hallandale High							
Total Students (n=528)	<i>n</i> 0	3	361	128	30	6	
	% 0	1	68	24	6	1	
Regular Students (n=65)	<i>n</i> 0	1	43	20	1	0	
	% 0	2	66	31	2	0	

Table 6 documents student participation by grade level for Coconut Creek and Hallandale high schools. There tended to be more participating students in grades 10 and 11 for Coconut Creek High School. For Hallandale High School, there was a relatively even distribution of students across grades.

Table 6

Student Participation by Grade Levels in 21st CCLC Program, 2009-10

Group		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Coconut Creek High																
Total Students (<i>n</i> =488)	<i>n</i>												138	152	172	26
	%												28	31	35	5
Regular Students (<i>n</i> =101)	<i>n</i>												18	34	45	4
	%												18	34	45	4
Hallandale High																
Total Students (<i>n</i> =528)	<i>n</i>												162	168	175	23
	%												31	32	33	4
Regular Students (<i>n</i> =65)	<i>n</i>												21	19	24	1
	%												32	29	37	2

Note. 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. Shaded areas indicate not applicable.

Program Operation

Table 7 presents the total number of weeks, the typical number of days per week, and the number of hours per day that each site was in operation during the 2009-10 academic year. The program at Coconut Creek High School operated for 31 weeks at four days per week during the academic year and six weeks at four days per week during the summer. At Hallandale High School, the program operated for 30 weeks at four days per week during the academic year; no summer enrollment or hours of operations were reported.

Table 7

Hours of Operation, 2009-10

Time Period	Total No. of weeks site was open	Total No. of days site was open	Typical No. of days per week site was open	Typical number of hours per week site was open:				TOTAL number of days site operated:			
				Before School	After School	Weekends	In the Summer	Before School	After School	Weekends	In the Summer
Coconut Creek High											
Summer 2009	6.0	24	4	0	0	0	0	0	0	0	24
2009-10 Academic Yr.	31.0	108	4	0	12	0	0	0	0	108	0
Hallandale High											
Summer 2009	0.0	0	0	0	0	0	0	0	0	0	0
2009-10 Academic Yr.	30.0	109	4	0	12	0	0	0	0	106	0

Table 8 presents the normal school-day roles for the staff of the after-school program at Coconut Creek and Hallandale high schools. At Coconut Creek High School, 50% (*n*=9) of the paid staff in the academic year were full-time teachers and 60% (*n*=3) of the summer staff were full-time teachers. At Hallandale High School, 55% (*n*=11) of the paid staff in the academic year were full-time teachers.

Table 8

Staff's Regular Responsibilities in 21st CCLC Program, 2009-10

Group	2009-10 academic year		Summer of 2009	
	Paid	Volunteer	Paid	Volunteer
Coconut Creek High				
School-day teachers (include former & substitute)	9	0	3	0
Center administrators and coordinators	1	0	1	0
Youth development workers and other nonschool-day staff with a college degree or higher	0	0	1	0
Other nonteaching school-day staff	7	0	0	0
Parents	0	0	0	0
College students	0	0	0	0
High school students	0	0	0	0
Other community members	1	0	0	0
Other nonschool-day staff with some or no college	0	0	0	0
Hallandale High				
School-day teachers (include former & substitute)	11	0	0	0
Center administrators and coordinators	1	0	0	0
Youth development workers and other nonschool-day staff with a college degree or higher	1	0	0	0
Other nonteaching school-day staff	0	0	0	0
Parents	0	0	0	0
College students	0	0	0	0
High school students	0	0	0	0
Other community members	4	0	0	0
Other nonschool-day staff with some or no college	0	0	0	0

Note. These categories represent the regular responsibilities of program staff during the regular school day.

Program Outcomes

The extent to which this grant has met its stated objectives is examined below. Overall, the grant met four out of the nine objectives (improve academic performance, participate in academic enrichment, improved classroom behavior for those students who had no internal suspensions last year, and demonstrated progress in fitness and/or health/wellness). The grant failed objectives concerning improved attendance for those who had more than five unexcused absences last year and for those who had five or fewer unexcused absences last year, classroom behavior for students who had one or more internal suspensions last year, increased level of parent involvement, and improve in family member participation in End of Summer Family Showcase. Note that Objectives 4.1 and 4.2 were combined, as a school could have programs in either or both fitness and health/wellness.

Objective 1.1—Seventy-five percent (75%) of students regularly participating in academic enhancement programs will improve performance in state and local standards as demonstrated by such measures as student report cards, Benchmark Assessment Tests (BAT) and FCAT.

The results of an analysis of the changes from 2008-09 to 2009-10 in student FCAT-SSS developmental scale scores and student yearly grade point averages (GPA) for regularly participating students are presented in Table 9. Improvement was defined for each measure, for each student, when the 2009-10 value was greater than the 2008-09 value. The number and percent of students documented in the row titled, “At least one measure,” refers to students who

Table 9

Academic Performance Improvement

School/Measure	<i>n</i>	Percentage demonstrating improvement
Coconut Creek High		
FCAT Reading	93	44
FCAT Mathematics	91	51
Semester GPA	95	59
At least one measure	74	81
Hallandale High		
FCAT Reading	61	44
FCAT Mathematics	59	51
Semester GPA	63	57
At least one measure	43	73

Note. The last row includes students who have shown gains on at least one of the three measures listed.

improved on at least one of the three measures (FCAT Reading, FCAT Mathematics, and Semester GPA). The BAT scores were not analyzed, due to the fact that their timing did not adequately reflect the impact of an academic year program. A total of 81% of the regularly participating students for Coconut Creek High School demonstrated an improvement in state and local standards as demonstrated by at least one of the three measures listed in the table; and we can conclude that this objective has been met. A total of 73% of the regularly participating students for Hallandale High School demonstrated an improvement in state and local standards as demonstrated by at least one of the three measures listed in the table. A total of 77% of the students across both schools demonstrated an improvement in state and local standards as demonstrated by at least one of the three measures listed in the table; and we can conclude that this objective was met by the grant as a whole.

Note that this analysis only examined the impact of students participating in the program for the period of this evaluation. Conceivably, there might have been some “lingering” impact on non-participants, by their participation in previous years, and “cumulative” impacts on current participants, by the fact that they participated for more than one year.

Objective 1.2—All students regularly participating in center programs will participate in academic enrichment activities, aligned to state standards in core academic areas, in non-traditional settings that address the diverse learning needs of the target population as demonstrated by teacher and center staff lesson plans.

The evaluator, as part of his site visitations, observed site operations, interviewed the center staff and reviewed a collection of lesson plans assembled by the staff as representative of the activities provided. In addition, the grant coordinator has made regular site visitations during the year,

observing activities and reviewing lesson plans. The results of both of these data collection activities (site visitation and document review by both the evaluator and grant coordinator) indicate that academic enrichment activities, aligned to state standards, in non-traditional settings that address the diverse needs of the target population have been provided. Examples of these academic enrichment activities include reading circles, hands-on cooperative learning activities, computer-assisted instruction, tutoring, and homework assistance. We can therefore conclude that this objective has been met.

Objective 2.1—80% of students regularly participating in the 21st CCLC program who have more than five unexcused absences the previous year, will have fewer absences than non-21st CCLC program participants at the school with more than five unexcused absences the previous year.

Table 10 presents the proportion of students regularly participating in the 21st CCLC program at Coconut Creek and Hallandale high schools who had more than five unexcused absences the previous year, and had fewer absences than the mean of non-21st CCLC program participants at the school, with more than five unexcused absences the previous year. This proportion was less than 80% at Coconut Creek High School and greater than 80% at Hallandale High School. The combined proportion was 73%, so we can conclude this objective has not been met.

A relative analysis of program participants, involving the interaction term of a two-way MANOVA, was not performed due to the fact that there were too few students with more than five absences in the participant group to perform a meaningful relative analysis.

Table 10

Comparison of the Number of 2009-10 Absences for Participants and Non-participants Who Had More Than Five Unexcused Absences the Previous Year

Grant	Mean number of absences for non-participants	Participants with fewer absences than the mean number of absences for non-participants	
		<i>n</i>	%
Coconut Creek High	15.4	6	43
Hallandale High	16.8	20	83

Objective 2.2—80% of regularly participating students in the 21st CCLC program who had five or fewer unexcused absences the previous year will have the same or fewer unexcused absences than they had the previous year.

Table 11

Number and Percentage of Students Participating Who Had Five or Fewer Unexcused Absences the Previous Year Who Had the Same or Fewer Unexcused Absences in 2009-10

Grant	Improving	
	<i>n</i>	%
Coconut Creek High	57	71
Hallandale High	27	71

Table 11 presents the proportion of regularly participating students in the 21st CCLC program at Coconut Creek High School and Hallandale High School who had five or fewer unexcused absences the previous year and had the

same or fewer unexcused absences than they had the previous year. This proportion was less than 80% at both schools, so we can conclude that this objective has not been met.

Objective 2.3—75% of students regularly participating in the 21st CCLC program at the school who have one or more internal suspension the previous year, will have fewer internal suspensions than those non-21st CCLC students at the school with one or more internal suspension the previous year.

Table 12 presents the proportion of students regularly participating in the 21st CCLC program at Coconut Creek High School and Hallandale High School who had one or more internal suspension the previous year, and had less internal suspensions than the mean of those non-21st CCLC students at the school with one or more internal suspension the previous year. There were no regular participants with internal suspensions last year at Hallandale High School that had less internal suspensions this year than the mean of the non-participants. This proportion was not greater than 80% for any of the grants. This proportion was not greater than 80%, so we can conclude that this objective was not met.

Table 12

Comparison of the Number of 2009-10 Internal Suspensions for Participants and Non-participants who had One or More Internal Suspensions the Previous Year

School	Mean number of internal suspensions for non-participants	Participants with fewer internal suspensions than the mean number of internal suspensions for non-participants	
		<i>n</i>	%
Coconut Creek High	1.9	4	36
Hallandale High	1.9	0	0

A relative analysis of program participants, involving the interaction term of a two-way MANOVA, was not performed due to the fact that there were too few students with internal suspensions in the participant group to perform a meaningful relative analysis.

Objective 2.4—75% of regularly participating students in the 21st CCLC program who had no internal suspensions the previous year will have no internal suspensions during the current year.

Table 13

Proportion of Students Who Had no Internal Suspensions Last Year Who Had no Internal Suspensions This Year.

Grant	Improving	
	<i>n</i>	%
Coconut Creek High	73	81
Hallandale High	51	89

Table 13 presents the proportion of regularly participating students in the 21st CCLC program who had no internal suspensions the previous year and had no internal suspensions during the current year. This

proportion was greater than 75% for both schools, so we can conclude that this objective was met.

Objective 3.1—The 21st Century Community Learning Centers will result in increased parental involvement (10% of regularly attending students’ parents will participate in the first activity; 20% will participate in the final activity) in positive activities beyond the school day, as demonstrated by parental sign-in sheets.

There were no parental sign-in sheets submitted for Hallandale High School or Coconut Creek High School to support the accomplishment of this objective.

Objective 3.2—Twenty percent (20%) of regularly participating students’ family members, will participate in the End of the Summer Family Showcase, as demonstrated by such measures as parental sign-in sheets.

At Hallandale High School, there were no parental sign-in sheets submitted to support the accomplishment of this objective. A total of 16 parents from Coconut Creek High School attended the Showcase. However, the accomplishment of this objective cannot be established, since it is not possible to determine which of these parents are associated with regularly participating students.

Objective 4.1—Seventy-five percent (75%) of regularly participating 21st CCLC students who participate in health and wellness activities will improve their knowledge and/or performance as demonstrated by such measures as pre- and post-assessments.

A total of 73 students participating in the health and wellness activities had valid pre-test and post-test scores for Coconut Creek and Hallandale High School. Of these, 99% demonstrated improvement. Therefore, this objective was met.

Objective 4.2—Seventy-five percent (75%) of regularly participating 21st CCLC students who participate in fitness activities will improve their knowledge and/or performance as demonstrated by such measures as pre- and post-assessments.

At Coconut Creek High School, 28 out of 32 students (88%) demonstrated improvement from the pre-test to the post-test. There were no pre-test and post-test assessments submitted to support the accomplishment of this objective for Hallandale High School. Therefore, this grant did not meet this objective. However, the evaluator was able to observe that these activities were provided as part of the 21st CCLC program at Coconut Creek High School and Hallandale High School.

Program Satisfaction

Overall, parent and student survey findings lead to the conclusion that both parents and students who responded, were satisfied with the 21st CCLC program at Coconut Creek High School and Hallandale High School. The surveys were conducted by the grant administration at the end of the 2009-10 academic year. The parent surveys were distributed and completed by the parents during the last parent night. The student surveys were completed by the students during the after-school activities.

Table 14 presents the results of the parent survey for Coconut Creek High School. A total of 68% or more of the 84 parents responding expressed satisfaction (*satisfied* or *very satisfied*) with all of the items on the survey, with the exception of supplies, toys, and games (52%. $n= 44$). There were no areas where the degree of expressed parent dissatisfaction exceeded 16%. Overall, 87% ($n=73$) of the responding parents would recommend this program to other parents and 92% ($n=77$) would sign their child up for this program, if offered next year.

Table 14
Parent Survey Responses for Coconut Creek High

Item	n	Percentage responding					
		Very unsatisfied	Unsatisfied	Not sure	Satisfied	Very satisfied	No response
How satisfied are you with:							
The after-school program	84	0	0	10	52	38	0
Overall staff quality	84	0	2	11	56	31	0
Staff warmth/friendliness	84	1	0	30	32	37	0
Staff relating to youth	84	1	1	19	44	35	0
Staff relating to parents	84	2	1	25	43	29	0
Staff serving role model	84	0	5	13	37	45	0
Supplies, toys, and games	84	4	12	32	31	21	0
Play equipment	84	8	2	21	43	24	1
Variety of activities offered	84	1	2	13	45	37	1
Activities management	84	4	4	23	39	30	1
Meals and snacks	84	7	5	17	36	35	1
Program affordability	84	2	5	21	32	36	4
Has the program helped your child:							
Complete homework	84	4	2	13	43	38	0
Learn to get along others	84	1	1	17	39	41	1
Appreciate other culture	84	2	0	16	37	44	1
Follow rules	84	0	1	12	38	45	4
Are you happy with the program	84	2	0	13	39	43	2
Is your child safe	84	1	0	12	35	52	0
Do you stop worrying about what your child is doing	84	0	2	13	38	45	1
Would you recommend the program	84	0	1	12	36	51	0
Would you sign up again	84	1	1	5	30	62	1
Is your child happy with the program	84	2	0	12	38	48	0

Table 15 presents the results of the parent survey for Hallandale High School. A total of 78% or more of the 155 parents responding expressed satisfaction (*satisfied* or *very satisfied*) with all of the items on the survey; with the exception of play equipment, where 21% ($n=33$) were not sure, and; meals and snacks, where 20% ($n=31$) were unsatisfied. There were no areas where the degree of expressed parent dissatisfaction exceeded 20%. Overall, 95% ($n=147$) of the responding parents would recommend this program to other parents and 93% ($n=144$) would sign their child up for this program, if offered next year.

Table 15
Parent Survey Responses for Hallandale High

Item	n	Percentage responding					
		Very unsatisfied	Unsatisfied	Not sure	Satisfied	Very satisfied	No response
How satisfied are you with:							
The after-school program	155	0	0	3	27	70	1
Overall staff quality	155	0	1	4	50	45	1
Staff warmth/friendliness	155	0	2	6	25	67	1
Staff relating to youth	155	0	1	7	43	50	0
Staff relating to parents	155	1	2	6	24	67	1
Staff serving role model	155	1	2	3	38	53	3
Supplies, toys, and games	155	1	3	17	19	59	1
Play equipment	155	3	1	21	36	39	0
Variety of activities offered	155	1	1	3	30	64	2
Activities management	155	0	1	9	46	43	1
Meals and snacks	155	8	12	12	22	46	1
Program affordability	155	0	2	6	39	52	3
Has the program helped your child:							
Complete homework	155	0	1	10	32	54	2
Learn to get along others	155	1	3	6	36	54	1
Appreciate other culture	155	0	0	8	32	59	1
Follow rules	155	2	0	4	37	56	1
Are you happy with the program	155	0	1	3	36	58	3
Is your child safe	155	0	1	2	21	77	0
Do you stop worrying about what your child is doing	155	1	1	7	34	56	0
Would you recommend the program	155	1	0	4	16	79	1
Would you sign up again	155	0	0	5	25	68	1
Is your child happy with the program	155	0	1	3	22	73	1

As shown in Table 16, many of the questions demonstrated a high no response rate (20 questions with a no response rate greater than 30%). The only questions with a response rate of “not at all” greater than 25% were, understand that you can turn to adults for help, and know the importance of respecting yourself. Questions with an agreement rate greater than 75% were reading ability, arts and music ability, understand your career options, and learn about other people’s cultures.

Table 16
Student Survey Responses for Coconut Creek High

Item	n	Percentage responding			
		Definitely	Kind of	Not at all	No response
Do you like the program	64	47	13	3	38
Do you want to attend next year	64	28	17	3	52
Did the program help you:					
with your homework	64	48	6	3	42
with your grades	64	31	13	3	53
with your reading ability	64	70	19	3	8
with your mathematics	64	41	5	0	55
with your arts and music ability	64	64	22	5	9
with your technology learning	64	36	11	0	53
with your understanding of career options	64	67	16	6	11
improve your school attendance	64	39	6	2	53
learn about other people's cultures	64	61	20	3	16
improve your ability to set goals	64	19	13	13	56
understand that you can turn to adults for help	64	22	27	33	19
increase your pride in your neighborhood	64	36	23	17	23
understand how to be a good citizen	64	41	22	17	20
understand that violence is wrong	64	41	25	13	22
realize that teamwork is important	64	34	17	23	25
understand the importance of following rules	64	53	20	2	25
understand the need for respecting others	64	55	14	2	30
know the importance of respecting yourself	64	23	34	13	30
understand the importance of being drug free	64	41	19	6	34
with your computer skills and abilities	64	45	13	8	34
Did the program improve your:					
skills in playing sports and games	64	48	13	3	36
creative ability and self expression	64	42	17	0	41
ability to make friends	64	50	8	3	39
ability to get along with others	64	44	8	2	47
ability to solve problems in a positive way	64	41	8	5	47
willingness to do things for others	64	30	13	9	48
Did the program give you a safe environment	64	34	11	3	52
Did the program have caring adults	64	28	16	5	52
Did you enjoy the activities	64	31	13	5	52
Did you go to neat and fun places	64	33	9	6	52

As shown in Table 17, many of the questions demonstrated a high no response rate (18 questions with a no response rate greater than 30%). There were no questions with a response rate of “not at all” greater than 21%. A total of 79% ($n=66$) of the students indicated that they enjoyed the program.

Table 17
Student Survey Responses for Hallandale High

Item	n	Percentage responding			
		Definitely	Kind of	Not at all	No response
Do you like the program	83	63	16	6	16
Do you want to attend next year	83	36	17	2	45
Did the program help you:					
with your homework	83	60	7	8	24
with your grades	83	42	11	4	43
with your reading ability	83	53	22	10	16
with your mathematics	83	43	10	7	43
with your arts and music ability	83	41	29	13	17
with your technology learning	83	42	10	2	46
with your understanding of career options	83	43	22	16	19
improve your school attendance	83	47	5	2	46
learn about other people's cultures	83	41	24	13	22
improve your ability to set goals	83	36	6	11	47
understand that you can turn to adults for help	83	43	13	19	24
increase your pride in your neighborhood	83	24	47	13	16
understand how to be a good citizen	83	48	17	11	24
understand that violence is wrong	83	51	10	16	24
realize that teamwork is important	83	45	13	15	28
understand the importance of following rules	83	53	7	11	29
understand the need for respecting others	83	45	17	10	29
know the importance of respecting yourself	83	28	21	21	31
understand the importance of being drug free	83	40	12	18	30
with your computer skills and abilities	83	46	13	8	33
Did the program improve your:					
skills in playing sports and games	83	49	11	7	33
creative ability and self expression	83	53	7	6	34
ability to make friends	83	48	11	4	37
ability to get along with others	83	45	8	10	37
ability to solve problems in a positive way	83	48	5	7	40
willingness to do things for others	83	37	6	17	40
Did the program give you a safe environment	83	34	11	12	43
Did the program have caring adults	83	43	10	5	43
Did you enjoy the activities	83	43	6	5	46
Did you go to neat and fun places	83	43	10	2	45

Appendix F
Grant F
Crystal Lake Middle and Oriole Elementary Schools

Grant F consists of Crystal Lake Middle and Oriole elementary schools and began during the 2008-09 school year. The program at Crystal Lake is managed by the YMCA and the program at Oriole is managed by After School, Inc. Overall, the grant met six out of the nine objectives (improve academic performance, participate in academic enrichment, improved attendance for those who had more than five unexcused absences last year and for those who had five or fewer unexcused absences last year, improved classroom behavior for those students who had no internal suspensions last year, and demonstrated progress in fitness. The grant failed objectives concerning classroom behavior for students who had one or more internal suspensions last year, increased level of parent involvement, and improve in family member participation in the End of Summer Family Showcase. Note that Objectives 4.1 and 4.2 were combined as a school could have programs in either or both fitness and health/wellness.

Student Attendance and Enrollment

Tables 1 through 6 present the enrollment and demographic distribution of the participants in the 21st CCLC after-school activities during the 2009-10 school year. The total enrollment figures include any student who attended a 21st CCLC for at least one day during summer 2009 or the 2009-10 academic year. Regularly participating students are those who attended for at least 30 days during the same time period. This grant had a discrepancy between the attendance data that schools reported on the Academic Year Reporting Form submitted to the funding agency and the numbers extracted from TERMS.

Table 1 shows that 208 students participated in 21st CCLC activities at Crystal Lake Middle School during the 2009-10 school year, of which 137 attended at least 30 days. This represents 14% and 9%, respectively, of the 1,498 students at Crystal Lake Middle School contained on the data file extracted from the District’s Data Warehouse. A total of 98 students participated in the 21st CCLC activities at Oriole Elementary School during the 2009-10 school year, of which 89 attended at least 30 days. This represents 11% and 10%, respectively, of the 911 students at Crystal Lake Middle School contained on the data file. No summer enrollment or hours of operation were reported.

Table 1
Student Enrollment in 21st CCLC Program, 2009-10

Group	Total enrollment			Total
	Summer 2009 only	Academic year only	Summer and academic year	
Crystal Lake Middle				
Total students	0	208	0	208
Regular students	0	137	0	137
Oriole Elementary				
Total students	0	99	0	99
Regular students	0	90	0	90

Table 2 documents the average number of students attending on a daily basis in the after-school activities of the 21st CCLC. The average number of students attending daily for each program was calculated by adding the number of days in attendance for each student in that program and dividing by the number of days in operation of that program. This method is mathematically equivalent to the instructions given by the statewide grant coordinator to “take the attendance rates for each day and average them together.” Since a student is either in attendance or not on any particular day, this number will be an unduplicated average.

This average is mandatory by the state and federal reporting requirements, in order to compare to the proposed average daily attendance contained in the budget and program worksheets submitted by the schools as part of the grant application. The proposed average daily attendance should not be confused with the commonly utilized notion of “average daily attendance,” which is the attendance proportion (not number) of regular school students.

The average number of students attending each day (total recorded attendance divided by number of days of operation) was 88 for all students who attended the after-school program at Crystal Lake Middle School and 75 for Oriole Elementary School during the academic year. On the Academic Year Reporting Form, the schools reported a slightly higher average number of 92 and 88 students attending each day, respectively, creating a discrepancy between the manual collection of attendance data and attendance data entered into TERMS. These values are below the proposed amounts of 100 and 95, respectively. The major reasons for this shortfall are:

- The schools had competition with other after-school programs that offered services five days a week, four hours a day.
- The schools had competition with Supplemental Educational Services (SES) that provided after-school tutorial services to students that might otherwise have attended the 21st CCLC programs.
- The school programs started later than the first week of school, which meant parents had already found alternative after-care programs before the 21st CCLC programs began.
- The types of students targeted by 21st CCLC (academically at risk) often have the least supportive families to ensure that they regularly attend the 21st CCLC programs.

Table 2

Average Number of Students Attending a 21st CCLC Program, 2009-10

	Summer 2009	Academic year				Overall
		After school	Before school	During school	Weekend/ holidays	
Crystal Lake Middle						
Actual	0	88	0	0	0	88
Proposed	0	100	0	0	0	85
Oriole Elementary						
Actual	0	75	0	0	0	75
Proposed	0	95	0	0	0	68

Table 3 summarizes selected demographics of students participating in 21st CCLC at Crystal Lake Middle School during the 2009-10 school year. A total of 42% of all participants

($n=87$) and regular participants ($n=58$) were female. A total of 93% ($n=194$) of the total participants and 96% ($n=132$) of the regular participants were on free or reduced-price lunch. At Oriole Elementary School during the 2009-10 school year, 47% ($n=46$) of all participants were female, and 48% ($n=43$) of the regular participants were female. A total of 93% ($n=92$) of the total participants and 92% ($n=83$) of the regular participants were on free or reduced-price lunch. Broward County Public Schools does not collect data on single parent homes.

Table 3
Student Demographics in 21st CCLC Program, 2009-10

Group	Gender		Identified as single parent			Free or reduced-price lunch			
	Male	Female	Female head of household	Male head of household	No	Yes	No	Unknown	
Crystal Lake Middle									
Total students ($n=208$)	<i>n</i>	121	87	--	--	--	194	14	0
	%	58	42	--	--	--	93	7	0
Regular students ($n=137$)	<i>n</i>	79	58	--	--	--	132	5	0
	%	58	42	--	--	--	96	4	0
Oriole Elementary									
Total students ($n=99$)	<i>n</i>	53	46	--	--	--	92	7	0
	%	54	47	--	--	--	93	7	0
Regular students ($n=90$)	<i>n</i>	47	43	--	--	--	83	7	0
	%	52	48	--	--	--	92	8	0

Note. Dashes indicate that data is not available because BCPS does not collect data on single parent homes.

Table 4 summarizes students with limited English proficiency and those with disabilities. Of the total participants at Crystal Lake Middle School, 26% ($n=54$) were limited English proficient; and 31% ($n=42$) of the regular participants were limited English proficient. A total of 13% ($n=27$) of the total participants and 12% ($n=17$) of the regular participants were identified as having a disability. Of the total participants, two (<1%) were identified as homeless. One (<1%) of the regular students in the program were identified as homeless. At Oriole Elementary School, 11% of the total participants ($n=11$) and regular participants ($n=10$) were limited English proficient, while 10% of the total participants ($n=10$) and regular participants ($n=9$) were identified as having a disability. None of the total participants or regular participants was identified as homeless.

Table 4
Student Special Needs in 21st CCLC Program, 2009-10

Group		Limited English proficient			Identified with disability			Identified as homeless		
		Yes	No	Unknown	Yes	No	Unknown	Yes	No	Unknown
Crystal Lake Middle										
Total Students (n=208)	n	54	154	0	27	181	0	2	206	0
	%	26	74	0	13	87	0	1	99	0
Regular Students (n=137)	n	42	95	0	17	120	0	1	136	0
	%	31	69	0	12	88	0	1	99	0
Oriole Elementary										
Total Students (n=99)	n	11	88	0	10	89	0	0	99	0
	%	11	89	0	10	90	0	0	100	0
Regular Students (n=99)	n	10	80	0	9	81	0	0	90	0
	%	11	89	0	10	90	0	0	100	0

As shown in Table 5, for Crystal Lake Middle School among the total participants, 81% (n=168) were Black, 10% (n=20) were Hispanic, and 9% (n=18) were White. Among the regular participants, 90% (n=123) were Black, 6% (n=8) were Hispanic, and 4% (n=5) were White. For Oriole Elementary School among the total participants, 97% (n=96) were Black, and 1% (n=1) were Hispanic. Similarly, among the regular participants, 97% (n=87) were Black, and 1% (n=1) were Hispanic.

Table 5
Student Race and Ethnicity in 21st CCLC Program, 2009-10

Group		American	Asian/	Black or	Hispanic	White or	Multi-ethnic
		Indian/ Alaska Native	Pacific Islander	African American	or Latino	Caucasian American	
Crystal Lake Middle							
Total Students (n=208)	n	0	1	168	20	18	1
	%	0	1	81	10	9	1
Regular Students (n=137)	n	0	0	123	8	5	1
	%	0	0	90	6	4	1
Oriole Elementary							
Total Students (n=99)	n	0	1	96	1	0	1
	%	0	1	97	1	0	1
Regular Students (n=90)	n	0	1	87	1	0	1
	%	0	1	97	1	0	1

Table 6 documents student participation by grade level for Crystal Lake Middle School there was a slight tendency for the students to be younger, with 51% (n=37) of the regular students in grade 6 and 34% (n=47) in grade 7, and 29% (n=39) of the regular students in grade 8. For Oriole Elementary School there was a slight tendency for the students to be older, with 38% (n=34) of the regular students in grade 5 and 42% (n=38) in grade 4, and 20% (n=18) of the regular students in grade 3.

Table 6
Student Participation by Grade Levels in 21st CCLC Program, 2009-10

Group		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Crystal Lake Middle																
Total Students (n=208)	n								81	76	51					
	%								39	37	25					
Regular Students (n=137)	n								51	47	39					
	%								37	34	29					
Oriole Elementary																
Total Students (n=99)	n				20	39	40									
	%				20	39	40									
Regular Students (n=90)	n				18	38	34									
	%				20	42	38									

Note. 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. Shaded areas indicate not applicable.

Program Operation

Table 7 presents the total number of weeks, the typical number of days per week, and the number of hours per day that each site was in operation during the 2009-10 academic year. The program at Crystal Lake Middle School operated for 34 weeks at four days per week during the academic year. For Oriole Elementary School the program operated for 37 weeks at four days per week during the academic year. No summer enrollment or hours of operation were reported.

Table 7
Hours of Operation, 2009-10

Time Period	Total No. of weeks site was open	Total No. of days site was open	Typical No. of days per week site was open	Typical number of hours per week site was open:				TOTAL number of days site operated:					
				Before School	After School	Weekends	In the Summer	Before School	After School	Weekends	In the Summer		
Crystal Lake Middle													
Summer 2009	0.0	0	0	0	0	0	0	0	0	0	0	0	0
2009-10 Academic Yr.	34.0	155	4	0	12	0	0	0	155	0	0	0	0
Oriole Elementary													
Summer 2009	0.0	0	0	0	0	0	0	0	0	0	0	0	0
2009-10 Academic Yr.	37.0	134	4	0	12	0	0	0	134	0	0	0	0

Table 8 presents the normal school-day roles for the staff of the after-school program at Crystal Lake Middle School. A total of 63% (n=5) of the paid staff in the academic year were full-time teachers. At Oriole Elementary School, a total of 100% (n=5) of the paid staff in the academic year were full-time teachers. No summer enrollment or hours of operations were reported.

Table 8

Staff's Regular Responsibilities in 21st CCLC Program, 2009-10

Group	2009-10 academic year		Summer of 2009	
	Paid	Volunteer	Paid	Volunteer
Crystal Lake Middle				
School-day teachers (include former & substitute)	5	0	0	0
Center administrators and coordinators	3	0	0	0
Youth development workers and other nonschool-day staff with a college degree or higher	0	0	0	0
Other nonteaching school-day staff	0	0	0	0
Parents	0	0	0	0
College students	0	0	0	0
High school students	0	0	0	0
Other community members	0	0	0	0
Other nonschool-day staff with some or no college	0	0	0	0
Oriole Elementary				
School-day teachers (include former & substitute)	5	0	0	0
Center administrators and coordinators	0	0	0	0
Youth development workers and other nonschool-day staff with a college degree or higher	0	0	0	0
Other nonteaching school-day staff	0	0	0	0
Parents	0	0	0	0
College students	0	0	0	0
High school students	0	0	0	0
Other community members	0	0	0	0
Other nonschool-day staff with some or no college	0	0	0	0

Note. These categories represent the regular responsibilities of program staff during the regular school day.

Program Outcomes

The extent to which this grant has met its stated objectives is examined below. Overall, the grant met six out of the nine objectives (improve academic performance, participate in academic enrichment, improved attendance for those who had more than five unexcused absences last year and for those who had five or fewer unexcused absences last year, improved classroom behavior for those students who had no internal suspensions last year, and demonstrated progress in fitness. The grant failed objectives concerning classroom behavior for students who had one or more internal suspensions last year, increased level of parent involvement, and improve in family member participation in the End of Summer Family Showcase. Note that Objectives 4.1 and 4.2 were combined, as a school could have programs in either or both fitness and health/wellness.

Objective 1.1—Seventy-five percent (75%) of students regularly participating in academic enhancement programs will improve performance in state and local standards as demonstrated by such measures as student report cards, Benchmark Assessment Tests (BAT) and FCAT.

The results of an analysis of the changes from 2008-09 to 2009-10 in student FCAT-SSS developmental scale scores and student yearly grade point averages (GPA) for regularly participating students are presented in Table 9. For Crystal Lake Middle School the middle school GPA was used, while GPA did not apply to Oriole Elementary. Improvement was defined for each measure, for each student, when the 2009-10 value was greater than the 2008-09 value. The number and percent of students documented in the row titled, “At least one measure,” refers to students who improved on at least one of the three measures (FCAT Reading, FCAT Mathematics, and Semester GPA). The BAT scores were not analyzed, due to the fact that their timing did not adequately reflect the impact of an academic year program. A total of 99% and 94% of the

Table 9
Academic Performance Improvement

School/Measure	<i>n</i>	Percentage demonstrating improvement
Crystal Lake Middle		
FCAT Reading	120	78
FCAT Mathematics	120	70
Semester GPA	71	62
At least one measure	145	99
Oriole Elementary		
FCAT Reading	69	68
FCAT Mathematics	69	83
Semester GPA	--	--
At least one measure	85	94

Note. The last row includes students who have shown gains on at least one of the three measures listed. Dashes indicate that data is not available due to GPAs not being calculated for elementary school students.

regularly participating students for Crystal Lake Middle School and Oriole Elementary, respectively, demonstrated an improvement in state and local standards as demonstrated by at least one of the three measures listed in the table. We can therefore conclude that this objective has been met.

Note that this analysis only examined the impact of students participating in the program for the period of this evaluation. Conceivably, there might have been some “lingering” impact on non-participants, by their participation in previous years, and “cumulative” impacts on current participants, by the fact that they participated for more than one year.

Objective 1.2—All students regularly participating in center programs will participate in academic enrichment activities, aligned to state standards in core academic areas, in non-traditional settings that address the diverse learning needs of the target population as demonstrated by teacher and center staff lesson plans.

The evaluator, as part of his site visitations, observed site operations, interviewed the center staff and reviewed a collection of lesson plans assembled by the staff as representative of the activities provided. In addition, the grant coordinator has made regular site visitations during the year, observing activities and reviewing lesson plans. The results of both of these data collection activities (site visitation and document review by both the evaluator and grant coordinator)

indicate that academic enrichment activities, aligned to state standards, in non-traditional settings that address the diverse needs of the target population have been provided. Examples of these academic enrichment activities include reading circles, hands-on cooperative learning activities, computer-assisted instruction, tutoring, and homework assistance. We can therefore conclude that this objective has been met.

Objective 2.1—80% of students regularly participating in the 21st CCLC program who have more than five unexcused absences the previous year, will have fewer absences than non-21st CCLC program participants at the school with more than five unexcused absences the previous year.

Table 10 presents the proportion of students regularly participating in the 21st CCLC program at Crystal Lake Middle School and Oriole Elementary School who had more than five unexcused absences the previous year, and had fewer absences than the mean of non-21st CCLC program participants at the school, with more than five unexcused absences the previous year. This proportion was greater than 80%, so we can conclude that this objective has been met.

A relative analysis of program participants, involving the interaction term of a two-way MANOVA, was not performed due to the fact that there were too few students with more than five absences in the participant group to perform a meaningful relative analysis.

Table 10

Comparison of the Number of 2009-10 Absences for Participants and Non-participants Who Had More Than Five Unexcused Absences the Previous Year

Grant	Mean number of absences for non-participants	Participants with fewer absences than the mean number of absences for non-participants	
		<i>n</i>	%
Crystal Lake Middle	15.8	14	82
Oriole Elementary	11.6	14	100

Objective 2.2—80% of regularly participating students in the 21st CCLC program who had five or fewer unexcused absences the previous year will have the same or fewer unexcused absences than they had the previous year.

Table 11

Number and Percentage of Students Participating Who Had Five or Fewer Unexcused Absences the Previous Year Who Had the Same or Fewer Unexcused Absences in 2009-10

Grant	Improving	
	<i>n</i>	%
Crystal Lake Middle	85	81
Oriole Elementary	70	93

Table 11 presents the proportion of regularly participating students in the 21st CCLC program at Crystal Lake Middle School and Oriole Elementary School who had five or fewer unexcused absences the previous year and had

the same or fewer unexcused absences than they had the previous year. This proportion was greater than 80% for both schools, so we can conclude that this objective has been met.

Objective 2.3—75% of students regularly participating in the 21st CCLC program at the school who have one or more internal suspension the previous year, will have fewer internal suspensions than those non-21st CCLC students at the school with one or more internal suspension the previous year.

Table 12 presents the proportion of students regularly participating in the 21st CCLC program at Crystal Lake Middle School and Oriole Elementary School who had one or more internal suspensions the previous year, and had less internal suspensions than the mean of those non-21st CCLC students at the school with one or more internal suspension the previous year. This proportion was not greater than 80% for either school, so we can conclude that this objective was not met.

Table 12
Comparison of the Number of 2009-10 Internal Suspensions for Participants and Non-participants who had One or More Internal Suspensions the Previous Year

School	Mean number of internal suspensions for non-participants	Participants with fewer internal suspensions than the mean number of internal suspensions for non-participants	
		<i>n</i>	%
Crystal Lake Middle	2.7	11	37
Oriole Elementary	1.7	1	25

A relative analysis of program participants, involving the interaction term of a two-way MANOVA, was not performed due to the fact that there were too few students with more than five absences in the participant group to perform a meaningful relative analysis.

Objective 2.4—75% of regularly participating students in the 21st CCLC program who had no internal suspensions the previous year will have no internal suspensions during the current year.

Table 13
Proportion of Students Who Had no Internal Suspensions Last Year Who Had no Internal Suspensions This Year

Grant	Improving	
	<i>n</i>	%
Crystal Lake Middle	85	79
Oriole Elementary	82	95

Table 13 presents the proportion of regularly participating students in the 21st CCLC program who had no internal suspensions the previous year and had no internal suspensions during the current year. This

proportion was greater than 75% for both schools, so we can conclude that this objective was met.

Objective 3.1—The 21st Century Community Learning Centers will result in increased parental involvement (10% of regularly attending students’ parents will participate in the first activity; 20% will participate in the final activity) in positive activities beyond the school day, as demonstrated by parental sign-in sheets.

For Crystal Lake Middle and Oriole Elementary, there were no parental sign-in sheets submitted to support the accomplishment of this objective.

Objective 3.2—Twenty percent (20%) of regularly participating students’ family members, will participate in the End of the Summer Family Showcase, as demonstrated by such measures as parental sign-in sheets.

For Oriole Elementary there were no parental sign-in sheets submitted to support the accomplishment of this objective. At Crystal Lake Middle School, 62 parents attended the showcase. However, the accomplishment of this objective cannot be established, since it was not possible to determine which of these parents are associated with regularly participating students.

Objective 4.1—Seventy-five percent (75%) of regularly participating 21st CCLC students who participate in health and wellness activities will improve their knowledge and/or performance as demonstrated by such measures as pre- and post-assessments.

At Crystal Lake Middle, 100% of the participants demonstrated improvement. The school provided a summary report only indicating the proportion of the participants who demonstrated improvement. No detail pre-test and post-test records were provided nor was the number of students indicated. A total of 24 out of 25 pre-test and post-test matches were provided to support the accomplishment of this objective for Oriole Elementary.

Objective 4.2—Seventy-five percent (75%) of regularly participating 21st CCLC students who participate in fitness activities will improve their knowledge and/or performance as demonstrated by such measures as pre- and post-assessments.

At Crystal Lake Middle School, 22 out of 27 pre-test and post-test matches were provided to support the accomplishment of this objective. At Oriole Elementary, there were no pre-test and post-test assessments submitted to support the accomplishment of this objective. Therefore, this grant did not meet this objective. However, the evaluator was able to observe that these activities were provided as part of the 21st CCLC program at Crystal Lake Middle School and Oriole Elementary School.

Program Satisfaction

Overall, parent and student survey findings lead to the conclusion that both parents and students were satisfied with the 21st CCLC program at Crystal Lake Middle School and Oriole Elementary School. The surveys were conducted by the grant administration at the end of the 2009-10 academic year. The parent surveys were distributed and completed by the parents during the last parent night. The student surveys were completed by the students during the after-school activities.

Table 14 presents the results of the parent survey for Crystal Lake Middle. A total of 69% or more of the 71 parents for Crystal Lake Middle School responding expressed satisfaction (satisfied or very satisfied) with all of the items on the survey, with the exception of staff relating to youth (65%, $n=46$), and staff serving as role models (66%, $n=47$). There were no areas where the degree of parent dissatisfaction exceeded 13%. Overall, 82% ($n=58$) of the responding parents recommend this program to other parents and 83% ($n=59$) would sign their child up for this program, if offered next year.

Table 14
Parent Survey Responses for Crystal Lake Middle

Item	n	Percentage responding					
		Very unsatisfied	Unsatisfied	Not sure	Satisfied	Very satisfied	No response
How satisfied are you with:							
The after-school program	71	0	0	10	38	49	3
Overall staff quality	71	0	1	17	24	47	11
Staff warmth/friendliness	71	0	4	9	31	54	3
Staff relating to youth	71	3	4	14	35	30	14
Staff relating to parents	71	4	9	13	25	45	4
Staff serving role model	71	3	4	13	35	31	14
Supplies, toys, and games	71	1	9	10	32	44	4
Play equipment	71	1	6	10	30	42	11
Variety of activities offered	71	0	1	13	35	44	7
Activities management	71	0	3	14	32	39	17
Meals and snacks	71	0	1	4	27	62	6
Program affordability	71	1	1	7	27	48	16
Has the program helped your child:							
Complete homework	71	3	6	3	25	62	1
Learn to get along others	71	3	3	13	28	41	13
Appreciate other culture	71	1	3	16	30	47	4
Follow rules	71	3	1	10	25	47	14
Are you happy with the program	71	3	1	4	23	59	11
Is your child safe	71	1	1	7	25	65	0
Do you stop worrying about what your child is doing	71	7	4	13	31	39	11
Would you recommend the program	71	3	3	6	30	52	7
Would you sign up again	71	0	1	4	20	63	11
Is your child happy with the program	71	0	0	3	24	70	3

Table 15 presents the results of the parent survey for Oriole Elementary School Middle. A total of 79% or more of the 57 parents responding expressed satisfaction (satisfied or very satisfied) with all of the items on the survey; with the exception of activities management, where 23% ($n=13$) were not sure, and; supplies, toys, and games, where 10% ($n=6$) were unsatisfied. There were no areas where the degree of expressed parent dissatisfaction exceeded 10%. Overall, 88% ($n=50$) of the responding parents recommend this program to other parents and 93% ($n=53$) would sign their child up for this program, if offered next year.

Table 15
Parent Survey Responses for Oriole Elementary

Item	n	Percentage responding					
		Very unsatisfied	Unsatisfied	Not sure	Satisfied	Very satisfied	No response
How satisfied are you with:							
The after-school program	57	2	0	11	46	42	0
Overall staff quality	57	4	0	11	56	30	0
Staff warmth/friendliness	57	0	0	11	47	42	0
Staff relating to youth	57	2	2	7	54	35	0
Staff relating to parents	57	2	0	12	49	37	0
Staff serving role model	57	0	4	12	39	46	0
Supplies, toys, and games	57	5	5	18	39	33	0
Play equipment	57	0	2	19	39	40	0
Variety of activities offered	57	4	0	18	39	40	0
Activities management	57	2	5	23	39	32	0
Meals and snacks	57	4	2	14	40	40	0
Program affordability	57	5	4	7	47	39	0
Has the program helped your child:							
Complete homework	57	0	2	12	51	35	0
Learn to get along others	57	2	0	18	42	39	0
Appreciate other culture	57	2	4	12	46	37	0
Follow rules	57	0	0	12	46	42	0
Are you happy with the program	57	2	4	7	40	47	0
Is your child safe	57	0	4	5	37	54	0
Do you stop worrying about what your child is doing	57	2	0	9	40	49	0
Would you recommend the program	57	4	5	4	23	65	0
Would you sign up again	57	2	4	2	32	61	0
Is your child happy with the program	57	2	2	5	35	56	0

As shown in Table 16, the only question with a response rate of “not at all” greater than 25% was understand that you can turn to adults for help. Questions with an agreement rate greater than 75% were, liked the program, reading ability, arts and music ability, understand your career options, respecting other people’s cultures, understand the need for respecting others, and creative ability and self expression.

Table 16
Student Survey Responses for Crystal Lake Middle

Item	n	Percentage responding			
		Definitely	Kind of	Not at all	No response
Do you like the program	120	63	18	3	17
Do you want to attend next year	120	48	19	4	28
Did the program help you:					
with your homework	120	53	18	8	21
with your grades	120	47	19	6	28
with your reading ability	120	70	15	7	8
with your mathematics	120	58	8	3	30
with your arts and music ability	120	56	26	8	10
with your technology learning	120	56	9	4	31
with your understanding of career options	120	49	30	10	11
improve your school attendance	120	49	14	4	33
learn about other people's cultures	120	60	24	6	10
improve your ability to set goals	120	36	14	16	34
understand that you can turn to adults for help	120	28	35	27	11
increase your pride in your neighborhood	120	44	28	16	13
understand how to be a good citizen	120	43	28	16	13
understand that violence is wrong	120	48	22	17	14
realize that teamwork is important	120	40	24	18	18
understand the importance of following rules	120	52	23	10	16
understand the need for respecting others	120	63	16	4	18
know the importance of respecting yourself	120	34	30	18	18
understand the importance of being drug free	120	54	19	9	18
with your computer skills and abilities	120	60	13	8	18
Did the program improve your:					
skills in playing sports and games	120	62	13	6	19
creative ability and self expression	120	66	11	6	18
ability to make friends	120	57	18	3	22
ability to get along with others	120	61	14	3	22
ability to solve problems in a positive way	120	58	14	8	21
willingness to do things for others	120	47	22	9	23
Did the program give you a safe environment	120	53	15	5	27
Did the program have caring adults	120	48	15	11	26
Did you enjoy the activities	120	55	13	6	26
Did you go to neat and fun places	120	53	14	6	28

As shown in Table 17, 78% or more of the 64 students responding to the survey agreed with all of the questions on the survey for Oriole Elementary School, with the exception of ability to turn to adults for help (58%, $n=37$), help with homework (52%, $n=33$), and liked the program (68%, $n=43$). It is likely that the low agreement rate for “liked the program” is attributable to the low response rate for that question.

Table 17
Student Survey Responses for Oriole Elementary

Item	n	Percentage responding			
		Definitely	Kind of	Not at all	No response
Do you like the program	64	48	20	2	30
Do you want to attend next year	64	75	17	5	3
Did the program help you:					
with your homework	64	36	16	17	31
with your grades	64	66	25	8	2
with your reading ability	64	77	23	0	0
with your mathematics	64	80	14	5	2
with your arts and music ability	64	50	44	6	0
with your technology learning	64	83	13	2	3
with your understanding of career options	64	53	33	8	6
improve your school attendance	64	78	11	8	3
learn about other people's cultures	64	75	17	6	2
improve your ability to set goals	64	56	22	20	2
understand that you can turn to adults for help	64	28	30	42	0
increase your pride in your neighborhood	64	55	28	16	2
understand how to be a good citizen	64	63	27	11	0
understand that violence is wrong	64	59	25	16	0
realize that teamwork is important	64	61	33	6	0
understand the importance of following rules	64	73	23	2	2
understand the need for respecting others	64	80	14	5	2
know the importance of respecting yourself	64	52	31	16	2
understand the importance of being drug free	64	72	22	5	2
with your computer skills and abilities	64	77	17	3	3
Did the program improve your:					
skills in playing sports and games	64	80	11	6	3
creative ability and self expression	64	81	17	2	0
ability to make friends	64	81	13	2	5
ability to get along with others	64	88	9	2	2
ability to solve problems in a positive way	64	86	8	3	3
willingness to do things for others	64	47	33	16	5
Did the program give you a safe environment	64	72	23	3	2
Did the program have caring adults	64	77	17	5	2
Did you enjoy the activities	64	61	31	5	3
Did you go to neat and fun places	64	72	17	9	2

Appendix G
Grant G
New River and Olsen Middle Schools

Grant G consists of New River and Olsen middle schools, began in the 2008-09 school year, and is managed by Hispanic Unity. Overall, the grant met four of the nine objectives (improve academic performance, participate in academic enrichment, improved attendance for those who had five or fewer unexcused absences last year, improved classroom behavior for those students who had no internal suspensions last year. The grant failed objectives concerning, improve attendance for those who had more than five unexcused absences last year, classroom behavior for students who had one or more internal suspensions last year, increased level of parent involvement, improved in family member participation in End of Summer Family Showcase, and demonstrated progress in fitness and/or health/wellness. Note that Objectives 4.1 and 4.2 were combined as a school could have programs in either or both fitness and health/wellness.

Student Attendance and Enrollment

Tables 1 through 6 present the enrollment and demographic distribution of the participants in the 21st CCLC after-school activities during the 2009-10 school year. The total enrollment figures include any student who attended a 21st CCLC for at least one day during summer 2009 or the 2009-10 academic year. Regularly participating students are those who attended for at least 30 days during the same time period. This grant had a discrepancy between the attendance data that schools reported on the Academic Year Reporting Form submitted to the funding agency and the numbers extracted from TERMS.

Table 1 shows that 141 students participated in 21st CCLC activities at New River Middle School during the 2008-09 school year, of which 99 attended at least 30 days. This represents 10% and 7%, respectively, of the 1,380 students at New River Middle School contained on the data file extracted from the District’s Data Warehouse. A total of 79 students participated in 21st CCLC activities at Olsen Middle School during the 2009-10 school year, of which 64 attended at least 30 days. This represents 6% and 5%, respectively, of the 1,351 students at Olsen Middle School contained on the data file. Although hours of operation and staff were reported during the summer for both schools, no summer enrollment was reported on the data file derived from TERMS, thus creating a discrepancy. This may be due to errors in the TERMS database.

Table 1
Student Enrollment in 21st CCLC Program, 2009-10

Group	Total enrollment			Total
	Summer 2009 only	Academic year only	Summer and academic year	
New River Middle				
Total students	--	141	0	141
Regular students	--	99	0	99
Olsen Middle				
Total students	--	79	0	79
Regular students	--	64	0	64

Note. Dashes indicate that data is not available.

Table 2 documents the average number of students attending on a daily basis in the after-school activities of the 21st CCLC. The average number of students attending daily for each program was calculated by adding the number of days in attendance for each student in that program and dividing by the number of days in operation of that program. This method is mathematically equivalent to the instructions given by the statewide grant coordinator to “take the attendance rates for each day and average them together.” Since a student is either in attendance or not on any particular day, this number will be an unduplicated average.

This value is required by the state and federal reporting requirements in order to compare to the proposed average daily attendance contained in the budget and program worksheets submitted by the schools as part of the grant application. The proposed average daily attendance should not be confused with the commonly utilized notion of “average daily attendance” which is the attendance proportion (not number) of regular school students.

The average number of students attending each day (total recorded attendance divided by number of days of operation) was 63 for all students who attended the after-school program at New River Middle School and 75 for Olsen Middle School during the academic year. On the Academic Year Reporting Form, New River Middle School reported a higher average number of students attending each day of 68 and Olsen Middle School reported a lower number of 57. This created a discrepancy between the manual collection of attendance data and attendance data entered into TERMS. These values are below the proposed amounts of 90 and 71, respectively. The major reasons for this shortfall are:

- The schools had competition with other after-school programs that offered services five days a week, four hours a day.
- The schools had competition with Supplemental Educational Services (SES) that provided after-school tutorial services to students that might otherwise have attended the 21st CCLC programs.
- The school programs started later than the first week of school, which meant parents had already found alternative after-care programs before the 21st CCLC programs began.
- The types of students targeted by 21st CCLC (academically at risk) often have the least supportive families to ensure that they regularly attend the 21st CCLC programs.

Table 2
Average Number of Students Attending a 21st CCLC Program, 2009-10

	Summer 2009	Academic year				Overall
		After school	Before school	During school	Weekend/ holidays	
New River Middle						
Actual	--	63	0	0	0	63
Proposed	--	90	0	0	0	85
Olsen Middle						
Actual	--	75	0	0	0	75
Proposed	--	71	0	0	0	68

Note. Dashes indicate that data is not available.

Table 3 summarizes selected demographics of students participating in 21st CCLC at New River Middle School during the 2009-10 school year. A total of 53% ($n=74$) of all participants were female, and 50% ($n=49$) of the regular participants were female. A total of 87% ($n=122$) of the total participants and 86% ($n=85$) of the regular participants were on free or reduced-price lunch. At Olsen Middle School during the 2009-10 school year, 54% ($n=43$) of all participants were female, and 53% ($n=34$) of the regular participants were female. A total of 80% ($n=63$) of the total participants and 78% ($n=50$) of the regular participants were on free or reduced-price lunch. Broward County Public Schools does not collect data on single parent homes.

Table 3
Student Demographics in 21st CCLC Program, 2009-10

Group	Gender		Identified as single parent			Free or reduced-price lunch			
	Male	Female	Female head of household	Male head of household	No	Yes	No	Unknown	
New River Middle									
Total students ($n=141$)	<i>n</i>	67	74	--	--	--	122	19	0
	%	48	53	--	--	--	87	14	0
Regular students ($n=99$)	<i>n</i>	50	49	--	--	--	85	14	0
	%	50	50	--	--	--	86	14	0
Olsen Middle									
Total students ($n=79$)	<i>n</i>	36	43	--	--	--	63	16	0
	%	46	54	--	--	--	80	20	0
Regular students ($n=64$)	<i>n</i>	30	34	--	--	--	50	14	0
	%	47	53	--	--	--	78	22	0

Note. Dashes indicate that data is not available because BCPS does not collect data on single parent homes.

Table 4 summarizes students with limited English proficiency and those with disabilities. Of the total participants at New River Middle School, 10% of the total participants ($n=14$) and regular participants ($n=10$) were limited English proficient. A total of 12% ($n=17$) of the total participants and 11% ($n=11$) of the regular participants were identified as having a disability. Of the total participants, none were identified as homeless and one (<1%) of the regular students in the program were identified as homeless. At Olsen Middle School, of the total participants, 17% ($n=13$) were limited English proficient; and 17% ($n=11$) of the regular participants were limited English proficient. A total of 10% ($n=8$) of the total participants and 11% ($n=7$) of the regular participants were identified as having a disability. Of the total participants, three students (<4%) were identified as homeless and none of the regular students in the program were identified as homeless.

Table 4
Student Special Needs in 21st CCLC Program, 2009-10

Group		Limited English proficient			Identified with disability			Identified as homeless		
		Yes	No	Unknown	Yes	No	Unknown	Yes	No	Unknown
New River Middle										
Total Students (n=141)	n	14	127	0	17	124	0	0	141	0
	%	10	90	0	12	88	0	0	100	0
Regular Students (n=99)	n	10	89	0	11	88	0	1	98	0
	%	10	90	0	11	89	0	1	99	0
Olsen Middle										
Total Students (n=79)	n	13	66	0	8	71	0	3	76	0
	%	17	83	0	10	90	0	4	96	0
Regular Students (n=64)	n	11	53	0	7	57	0	0	64	0
	%	17	83	0	11	89	0	0	100	0

As shown in Table 5, for New River Middle School among the total participants, 33% (n=47) were Black, 53% (n=75) were Hispanic, and 9% (n=13) were White. Among the regular participants, 34% (n=34) were Black, 55% (n=54) were Hispanic, and 7% (n=7) were White. For Olsen Middle School among the total participants, 25% (n=20) were Black, 44% (n=35) were Hispanic, and 19% (n=15) were White. Among the regular participants, 23% (n=15) were Black, 44% (n=28) were Hispanic, and 22% (n=14) were White.

Table 5
Student Race and Ethnicity in 21st CCLC Program, 2009-10

Group		American					
		Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Multi- ethnic
New River Middle							
Total Students (n=141)	n	0	2	47	75	13	4
	%	0	1	33	53	9	3
Regular Students (n=99)	n	0	1	34	54	7	3
	%	0	1	34	55	7	3
Olsen Middle							
Total Students (n=79)	n	4	4	20	35	15	1
	%	5	5	25	44	19	1
Regular Students (n=64)	n	3	3	15	28	14	1
	%	5	5	23	44	22	2

Table 6 documents student participation by grade level for New River and Olsen middle schools. At New River Middle School, there was a slight tendency for the students to be younger, with 89% (n=88) of the regular students in grades 6 and 7, and 11% (n=11) of the regular students in grade 8. For Oriole Middle School, there was a slight tendency for the students to be younger, with 80% (n=51) of the regular students in grades 6 and 7, and 20% (n=13) of the regular students in grade 8.

Table 6
Student Participation by Grade Levels in 21st CCLC Program, 2009-10

Group		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
New River Middle																
Total Students (<i>n</i> =141)	<i>n</i>									65	54	22				
	%									46	38	16				
Regular Students (<i>n</i> =99)	<i>n</i>									48	40	11				
	%									49	40	11				
Olsen Middle																
Total Students (<i>n</i> =79)	<i>n</i>									33	28	18				
	%									42	35	23				
Regular Students (<i>n</i> =64)	<i>n</i>									28	23	13				
	%									44	36	20				

Note. 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. Shaded areas indicate not applicable.

Program Operation

Table 7 presents the total number of weeks, the typical number of days per week, and the number of hours per day that each site was in operation during the 2009-10 academic year. The program at New River Middle School operated for 31 weeks at five days per week during the academic year and operated six weeks at five days per week during the summer. At Olsen Middle School the program operated 33 weeks at five days per week during the academic year and operated three weeks at three days per week during the summer.

Table 7
Hours of Operation, 2009-10

Time Period	Total No. of weeks site was open	Total No. of days site was open	Typical No. of days per week site was open	Typical number of hours per week site was open:				TOTAL number of days site operated:			
				Before School	After School	Weekends	In the Summer	Before School	After School	Weekends	In the Summer
New River Middle											
Summer 2009	6.0	30	5	0	0.0	0	20	0	0	0	20
2009-10 Academic Yr.	31.0	144	5	0	12.5	0	0	0	144	0	0
Olsen Middle											
Summer 2009	3.0	9	3	0	0.0	0	12	0	0	0	12
2009-10 Academic Yr.	33.0	164	5	0	20.0	0	0	0	164	0	0

Table 8 presents the normal school-day roles for the staff of the after-school program at New River Middle School. A total of 82% (*n*=9) of the paid staff in the academic year were full-time teachers and 75% (*n*=3) of the summer staff were full-time teachers. At Olsen Middle School, 88% (*n*=7) of the paid staff in the academic year were full-time teachers and 80% (*n*=4) of the summer staff were full-time teachers.

Table 8

Staff's Regular Responsibilities in 21st CCLC Program, 2009-10

Group	2009-10 academic year		Summer of 2009	
	Paid	Volunteer	Paid	Volunteer
New River Middle				
School-day teachers (include former & substitute)	9	0	3	0
Center administrators and coordinators	1	0	0	0
Youth development workers and other nonschool-day staff with a college degree or higher	0	0	0	0
Other nonteaching school-day staff	1	0	1	0
Parents	0	0	0	0
College students	0	0	0	0
High school students	0	0	0	0
Other community members	0	0	0	0
Other nonschool-day staff with some or no college	0	0	0	0
Olsen Middle				
School-day teachers (include former & substitute)	7	0	4	0
Center administrators and coordinators	1	0	1	0
Youth development workers and other nonschool-day staff with a college degree or higher	0	0	0	0
Other nonteaching school-day staff	0	0	0	0
Parents	0	0	0	0
College students	0	0	0	0
High school students	0	0	0	0
Other community members	0	0	0	0
Other nonschool-day staff with some or no college	0	0	0	0

Note. These categories represent the regular responsibilities of program staff during the regular school day.

Program Outcomes

The extent to which this grant has met its stated objectives is examined below. Overall, the grant met four of the nine objectives (improve academic performance, participate in academic enrichment, improved attendance for those who had five or fewer unexcused absences last year, improved classroom behavior for those students who had no internal suspensions last year. The grant failed objectives concerning, improve attendance for those who had more than five unexcused absences last year, classroom behavior for students who had one or more internal suspensions last year, increased level of parent involvement, improved in family member participation in End of Summer Family Showcase, and demonstrated progress in fitness and/or health/wellness. Note that Objectives 4.1 and 4.2 were combined, as a school could have programs in either or both fitness and health/wellness.

Objective 1.1—Seventy-five percent (75%) of students regularly participating in academic enhancement programs will improve performance in state and local standards as demonstrated by such measures as student report cards, Benchmark Assessment Tests (BAT) and FCAT.

The results of an analysis of the changes from 2008-09 to 2009-10 in student FCAT-SSS developmental scale scores and student yearly grade point averages (GPA) for regularly participating students are presented in Table 9. Improvement was defined for each measure, for each student, when the 2009-10 value was greater than the 2008-09 value. The number and

Table 9
Academic Performance Improvement

School/Measure	<i>n</i>	Percentage demonstrating improvement
New River Middle		
FCAT Reading	90	73
FCAT Mathematics	91	69
Semester GPA	71	62
At least one measure	110	100
Olsen Middle		
FCAT Reading	54	78
FCAT Mathematics	54	78
Semester GPA	27	41
At least one measure	62	93

Note. The last row includes students who have shown gains on at least one of the three measures listed.

percent of students documented in the row titled, “At least one measure,” refers to students who improved on at least one of the three measures (FCAT Reading, FCAT Mathematics, and Semester GPA). The BAT scores were not analyzed, due to the fact that their timing did not adequately reflect the impact of an academic year program. A total of 100% of the regularly participating students for New River Middle School demonstrated an improvement in state and local standards as demonstrated by at least one of the three measures listed in the table; and we can conclude that this objective has been met.

Note that this analysis only examined the impact of students participating in the program for the period of this evaluation. Conceivably, there might have been some “lingering” impact on non-participants, by their participation in previous years, and “cumulative” impacts on current participants, by the fact that they participated for more than one year.

Objective 1.2—All students regularly participating in center programs will participate in academic enrichment activities, aligned to state standards in core academic areas, in non-traditional settings that address the diverse learning needs of the target population as demonstrated by teacher and center staff lesson plans.

The evaluator, as part of his site visitations, observed site operations, interviewed the center staff and reviewed a collection of lesson plans assembled by the staff as representative of the activities provided. In addition, the grant coordinator has made regular site visitations during the year, observing activities and reviewing lesson plans. The results of both of these data collection activities (site visitation and document review by both the evaluator and grant coordinator) indicate that academic enrichment activities, aligned to state standards, in non-traditional settings

that address the diverse needs of the target population have been provided. Examples of these academic enrichment activities include reading circles, hands-on cooperative learning activities, computer-assisted instruction, tutoring, and homework assistance. We can therefore conclude that this objective has been met.

Objective 2.1—80% of students regularly participating in the 21st CCLC program who have more than five unexcused absences the previous year, will have fewer absences than non-21st CCLC program participants at the school with more than five unexcused absences the previous year.

Table 10 presents the proportion of students regularly participating in the 21st CCLC program at New River Middle School and Olsen Middle School who had more than five unexcused absences the previous year, and had fewer absences than the mean of non-21st CCLC program participants at the school, with more than five unexcused absences the previous year. This proportion was less than 80% for New River School and greater than 80% for Olsen Middle School. The combined proportion was 76%, so we can conclude that this objective was not met.

A relative analysis of program participants, involving the interaction term of a two-way MANOVA, was not performed due to the fact that there were too few students with more than five absences in the participant group to perform a meaningful relative analysis.

Table 10

Comparison of the Number of 2009-10 Absences for Participants and Non-participants Who Had More Than Five Unexcused Absences the Previous Year

Grant	Mean number of absences for non-participants	Participants with fewer absences than the mean number of absences for non-participants	
		<i>n</i>	%
New River Middle	13.0	4	67
Olsen Middle	14.7	12	80

Objective 2.2—80% of regularly participating students in the 21st CCLC program who had five or fewer unexcused absences the previous year will have the same or fewer unexcused absences than they had the previous year.

Table 11

Number and Percentage of Students Participating Who Had Five or Fewer Unexcused Absences the Previous Year Who Had the Same or Fewer Unexcused Absences in 2009-10

Grant	Improving	
	<i>n</i>	%
New River Middle	72	82
Olsen Middle	33	83

Table 11 presents the proportion of regularly participating students in the 21st CCLC program at New River Middle School and Olsen Middle School who had five or fewer unexcused absences the previous year and had the

same or fewer unexcused absences than they had the previous year. This proportion was greater than 80% for both schools, so we can conclude that this objective has been met.

Objective 2.3—75% of students regularly participating in the 21st CCLC program at the school who have one or more internal suspension the previous year, will have fewer internal suspensions than those non-21st CCLC students at the school with one or more internal suspension the previous year.

Table 12 presents the proportion of students regularly participating in the 21st CCLC program at New River Middle School and Olsen Middle School who had one or more internal suspension the previous year, and had less internal suspensions than the mean of those non-21st CCLC students at the school with one or more internal suspension the previous year. This proportion was at 80% for New River Middle School and less than 80% for Olsen Middle School. The combined proportion for both schools was 62%, so we can conclude that this objective was not met for this grant.

Table 12

Comparison of the Number of 2009-10 Internal Suspensions for Participants and Non-participants who had One or More Internal Suspensions the Previous Year

School	Mean number of internal suspensions for non-participants	Participants with fewer internal suspensions than the mean number of internal suspensions for non-participants	
		<i>n</i>	%
New River Middle	2.0	4	80
Olsen Middle	2.5	4	50

A relative analysis of program participants, involving the interaction term of a two-way MANOVA, was not performed due to the fact that there were too few students with internal suspensions in the participant group to perform a meaningful relative analysis.

Objective 2.4—75% of regularly participating students in the 21st CCLC program who had no internal suspensions the previous year will have no internal suspensions during the current year.

Table 13

Proportion of Students Who Had no Internal Suspensions Last Year Who Had no Internal Suspensions This Year

Grant	Improving	
	<i>n</i>	%
New River Middle	68	72
Olsen Middle	51	91

Table 13 presents the proportion of regularly participating students in the 21st CCLC program who had no internal suspensions the previous year and had no internal suspensions during the current year. This

proportion was less than 75% for New River Middle School and greater than 75% for Olsen Middle School. The combined proportion for both schools was 79%, so we can conclude that this objective has been met for this grant.

Objective 3.1—The 21st Century Community Learning Centers will result in increased parental involvement (10% of regularly attending students’ parents will participate in the first activity; 20% will participate in the final activity) in positive activities beyond the school day, as demonstrated by parental sign-in sheets.

There were no parental sign-in sheets submitted to support the accomplishment of this objective.

Objective 3.2—Twenty percent (20%) of regularly participating students’ family members, will participate in the End of the Summer Family Showcase, as demonstrated by such measures as parental sign-in sheets.

There were no parental sign-in sheets submitted for Olsen Middle School to support the accomplishment of this objective. A total of 58 parents attended the showcase at New River Middle School; however, the accomplishment of this objective cannot be established, since it is not possible to determine which of these parents are associated with regularly participating students.

Objective 4.1—Seventy-five percent (75%) of regularly participating 21st CCLC students who participate in health and wellness activities will improve their knowledge and/or performance as demonstrated by such measures as pre- and post-assessments.

For Olsen Middle, the school reported an improvement rate of 67%. However, no actual pre-test and post-test assessment records were submitted by either school to support the accomplishment of this objective.

Objective 4.2—Seventy-five percent (75%) of regularly participating 21st CCLC students who participate in fitness activities will improve their knowledge and/or performance as demonstrated by such measures as pre- and post-assessments.

At New River Middle and Olsen Middle School, there were no pre-test and post-test assessments submitted to support the accomplishment of this objective. However, the evaluator was able to observe that these activities were provided as part of the 21st CCLC program at New River Middle School.

Program Satisfaction

Overall, parent and student survey findings lead to the conclusion that both parents and students were satisfied with the 21st CCLC program at Olsen Middle School and New River Middle School. The surveys were conducted by the grant administration at the end of the 2009-10 academic year. The parent surveys were distributed and completed by the parents during the last parent night. The student surveys were completed by the students during the after-school activities.

Table 14 presents the results of the parent survey of New River Middle School. A total of 77% or more of the 26 parents responding expressed satisfaction (*satisfied* or *very satisfied*) with all of the items on the survey, with the exception of activities management, where 23% ($n=6$) were not sure. There were no areas where the degree of expressed parent dissatisfaction exceeded 16%. Overall, 92% ($n=24$) of the responding parents would recommend this program to other parents and 89% ($n=23$) would sign their child up for this program, if offered next year.

Table 14
Parent Survey Responses for New River Middle

Item	n	Percentage responding					
		Very unsatisfied	Unsatisfied	Not sure	Satisfied	Very satisfied	No response
How satisfied are you with:							
The after-school program	26	0	4	0	27	69	0
Overall staff quality	26	0	4	0	31	65	0
Staff warmth/friendliness	26	0	4	4	31	62	0
Staff relating to youth	26	0	4	0	19	73	4
Staff relating to parents	26	0	4	4	19	73	0
Staff serving role model	26	0	4	11	8	73	4
Supplies, toys, and games	26	4	0	12	23	62	0
Play equipment	26	0	4	12	31	54	0
Variety of activities offered	26	0	4	15	35	46	0
Activities management	26	0	4	23	23	50	0
Meals and snacks	26	4	0	12	35	50	0
Program affordability	26	0	4	4	19	73	0
Has the program helped your child:							
Complete homework	26	4	12	0	23	62	0
Learn to get along others	26	0	4	12	27	54	4
Appreciate other culture	26	4	4	12	15	65	0
Follow rules	26	0	8	15	19	58	0
Are you happy with the program	26	4	0	4	12	81	0
Is your child safe	26	0	0	12	8	81	0
Do you stop worrying about what your child is doing	26	0	0	0	23	77	0
Would you recommend the program	26	4	0	0	0	92	4
Would you sign up again	26	4	0	0	0	89	8
Is your child happy with the program	26	4	4	0	15	77	0

Table 15 presents the results of the parent survey for Olsen Middle School. A total of 74% or more of the 23 parents responding expressed satisfaction (*satisfied* or *very satisfied*) with all of the items on the survey. There were no areas where the degree of expressed parent dissatisfaction exceeded 13%. Overall, 92% ($n=21$) of the responding parents would recommend this program to other parents and 78% ($n=18$) would sign their child up for this program, if offered next year.

Table 15
Parent Survey Responses for Olsen Middle

Item	n	Percentage responding					
		Very unsatisfied	Unsatisfied	Not sure	Satisfied	Very satisfied	No response
How satisfied are you with:							
The after-school program	23	0	0	4	26	70	0
Overall staff quality	23	0	4	4	30	57	4
Staff warmth/friendliness	23	0	4	9	35	52	0
Staff relating to youth	23	4	9	9	26	52	0
Staff relating to parents	23	0	9	13	17	61	0
Staff serving role model	23	0	4	13	44	39	0
Supplies, toys, and games	23	0	9	17	30	44	0
Play equipment	23	0	0	4	48	48	0
Variety of activities offered	23	0	0	9	30	61	0
Activities management	23	0	0	9	39	44	9
Meals and snacks	23	4	0	9	26	57	4
Program affordability	23	0	0	4	4	74	9
Has the program helped your child:							
Complete homework	23	4	0	9	22	57	9
Learn to get along others	23	0	0	9	39	52	0
Appreciate other culture	23	4	0	17	17	61	0
Follow rules	23	0	0	13	26	61	0
Are you happy with the program	23	4	0	0	9	87	0
Is your child safe	23	0	0	9	9	83	0
Do you stop worrying about what your child is doing	23	0	0	17	17	65	0
Would you recommend the program	23	4	0	4	9	83	0
Would you sign up again	23	9	4	4	0	78	4
Is your child happy with the program	23	4	0	4	17	74	0

As shown in Table 16, 75% or more of the 60 students responding to the survey for New River Middle agreed with all of the questions on the survey, with the exception of six questions that had a response rate of “not at all” greater than 25%. These questions were, ability to set goals, can turn to adults for help, pride in your neighborhood, how to be a good citizen, violence is wrong, and the importance of respecting yourself. Overall, the students felt that the activities were enjoyable (85%, $n=51$ liked the program), and beneficial (92% or more agreement on items, such as improved grades, reading ability, mathematics, music ability, and technology).

Table 16
Student Survey Responses for New River Middle

Item	n	Percentage responding			
		Definitely	Kind of	Not at all	No response
Do you like the program	60	43	42	2	13
Do you want to attend next year	60	53	40	5	2
Did the program help you:					
with your homework	60	47	32	7	15
with your grades	60	47	45	7	2
with your reading ability	60	73	23	3	0
with your mathematics	60	62	32	5	2
with your arts and music ability	60	52	40	8	0
with your technology learning	60	65	32	2	2
with your understanding of career options	60	43	32	23	2
improve your school attendance	60	55	32	2	2
learn about other people’s cultures	60	62	35	3	0
improve your ability to set goals	60	28	35	32	5
understand that you can turn to adults for help	60	15	37	47	2
increase your pride in your neighborhood	60	27	37	37	0
understand how to be a good citizen	60	32	38	28	2
understand that violence is wrong	60	35	32	33	0
realize that teamwork is important	60	42	33	23	2
understand the importance of following rules	60	43	48	8	0
understand the need for respecting others	60	65	25	10	0
know the importance of respecting yourself	60	30	33	37	0
understand the importance of being drug free	60	38	48	13	0
with your computer skills and abilities	60	58	33	8	0
Did the program improve your:					
skills in playing sports and games	60	55	37	7	2
creative ability and self expression	60	70	28	2	0
ability to make friends	60	63	32	3	2
ability to get along with others	60	73	20	5	2
ability to solve problems in a positive way	60	62	27	8	3
willingness to do things for others	60	38	37	23	2
Did the program give you a safe environment	60	47	40	13	0
Did the program have caring adults	60	47	40	13	0
Did you enjoy the activities	60	65	28	7	0
Did you go to neat and fun places	60	60	30	10	0

As shown in Table 17, there were eight questions with a response rate of “not at all” greater than 25%. However, over two thirds of the students agreed with the all of the questions except for ability to set goals, turn to adults for help, pride in your neighborhood, being a good citizen, violence is wrong, teamwork is important, respecting yourself, and willingness to do things for others. A total of 81% ($n=32$) liked the program.

Table 17
Student Survey Responses for Olsen Middle

Item	<i>n</i>	Percentage responding			
		Definitely	Kind of	Not at all	No response
Do you like the program	40	48	33	3	18
Do you want to attend next year	40	45	40	10	5
Did the program help you:					
with your homework	40	33	35	23	10
with your grades	40	45	43	10	3
with your reading ability	40	53	38	10	0
with your mathematics	40	60	28	8	5
with your arts and music ability	40	45	40	15	0
with your technology learning	40	50	30	10	10
with your understanding of career options	40	30	48	20	3
improve your school attendance	40	50	35	5	10
learn about other people’s cultures	40	43	45	13	0
improve your ability to set goals	40	33	30	30	8
understand that you can turn to adults for help	40	18	30	45	8
increase your pride in your neighborhood	40	23	35	43	0
understand how to be a good citizen	40	28	43	28	3
understand that violence is wrong	40	28	40	33	0
realize that teamwork is important	40	43	30	28	0
understand the importance of following rules	40	30	50	20	0
understand the need for respecting others	40	45	33	23	0
know the importance of respecting yourself	40	28	38	33	3
understand the importance of being drug free	40	33	43	20	5
with your computer skills and abilities	40	58	30	13	0
Did the program improve your:					
skills in playing sports and games	40	40	53	0	8
creative ability and self expression	40	53	38	10	0
ability to make friends	40	50	40	10	0
ability to get along with others	40	55	35	10	0
ability to solve problems in a positive way	40	50	28	15	8
willingness to do things for others	40	28	35	35	3
Did the program give you a safe environment	40	50	30	15	5
Did the program have caring adults	40	45	43	10	3
Did you enjoy the activities	40	53	25	15	8
Did you go to neat and fun places	40	50	30	18	3

Appendix H
Grant H
Blanche Ely and Northeast High Schools

Grant H consists of Blanche Ely and Northeast high schools, began during the 2009-10 school year, and is managed by the YMCA through a contract with the Children's Services Council. Overall, the grant met three out of the nine objectives (improve academic performance, participate in academic enrichment, improved classroom behavior for those students who had no internal suspensions last year. The grant failed objectives concerning, improved attendance for those who had more than five unexcused absences last year and for those who had five or fewer unexcused absences last year, classroom behavior for students who had one or more internal suspensions last year, increased level of parent involvement, improved in family member participation in End of Summer Family Showcase, and demonstrated progress in fitness and/or health/wellness. Note that Objectives 4.1 and 4.2 were combined as a school could have programs in either or both fitness and health/wellness.

Student Attendance and Enrollment

Tables 1 through 6 present the enrollment and demographic distribution of the participants in the 21st CCLC after-school activities during the 2009-10 school year. The total enrollment figures include any student who attended a 21st CCLC for at least one day during summer 2009 or the 2009-10 academic year. Regularly participating students are those who attended for at least 30 days during the same time period. This grant had a discrepancy between the attendance data that schools reported on the Academic Year Reporting Form submitted to the funding agency and the numbers extracted from TERMS.

Table 1 shows that 606 students participated in 21st CCLC activities at Blanche Ely High School during the 2009-10 school year, of which none attended at least 30 days. This represents 26% of the 2,291 students at Blanche Ely High School extracted from the District's Data Warehouse. A total of 618 students participated in 21st CCLC activities at Northeast High School during the 2009-10 school year, of which 56 attended at least 30 days. This represents 25% and 2%, respectively, of the 2,434 students at Northeast High School contained on the data file. This program operated in large part as a drop-in program, whereby students showed up on the days that the activities that they were interested in or needed on that day (e.g., homework assistance) were offered. This is the primary reason for the large difference between the total participants and the number of regular participants. No summer enrollment or hours of operation were reported at either school.

Table 1
Student Enrollment in 21st CCLC Program, 2009-10

Group	Total enrollment			Total
	Summer 2009 only	Academic year only	Summer and academic year	
Blanche Ely High				
Total students	0	606	0	606
Regular students	0	0	0	0
Northeast High				
Total students	0	618	0	618
Regular students	0	56	0	56

Table 2 documents the average number of students attending on a daily basis in the after-school activities of the 21st CCLC. The average number of students attending daily for each program was calculated by adding the number of days in attendance for each student in that program and dividing by the number of days in operation of that program. This method is mathematically equivalent to the instructions given by the statewide grant coordinator to “take the attendance rates for each day and average them together.” Since a student is either in attendance or not on any particular day, this number will be an unduplicated average.

This average is mandatory by the state and federal reporting requirements, in order to compare to the proposed average daily attendance contained in the budget and program worksheets submitted by the schools as part of the grant application. The proposed average daily attendance should not be confused with the commonly utilized notion of “average daily attendance,” which is the attendance proportion (not number) of regular school students.

The average number of students attending each day (total recorded attendance divided by number of days of operation) was 22 for all students who attended the after-school program at Blanche Ely High School and 63 for Northeast High School during the academic year. On the Academic Year Reporting Form, the schools reported a higher average number of 77 and 95 students attending each day, respectively, creating a discrepancy between the manual collection of attendance data and attendance data entered into TERMS. These values are below the proposed amounts of 85 and 99, respectively. The major reasons for this shortfall are:

- The schools had competition with other after-school programs that offered services five days a week, four hours a day.
- The schools had competition with Supplemental Educational Services (SES) that provided after-school tutorial services to students that might otherwise have attended the 21st CCLC programs.
- The school programs started later than the first week of school, which meant parents had already found alternative after-care programs before the 21st CCLC programs began.
- The types of students targeted by 21st CCLC (academically at risk) often have the least supportive families to ensure that they regularly attend the 21st CCLC programs.

Table 2

Average Number of Students Attending a 21st CCLC Program, 2009-10

	Summer 2009	Academic year				Overall
		After school	Before school	During school	Weekend/ holidays	
Blanche Ely High						
Actual	0	22	0	0	0	22
Proposed	0	85	0	0	0	85
Northeast High						
Actual	0	63	0	0	0	63
Proposed	0	99	0	0	0	99

Table 3 summarizes selected demographics of students participating in 21st CCLC at Blanche Ely and Northeast high schools during the 2009-10 school year. At Blanche Ely High, total of 61% ($n=369$) of all participants were female, while 81% ($n=490$) of the total participants were on free or reduced-price lunch. At Northeast High School a total of 49% ($n=303$) of all participants were female, and 43% ($n=24$) of the regular participants were female. A total of 68% ($n=420$) of the total participants and 77% ($n=43$) of the regular participants were on free or reduced-price lunch. Broward County Public Schools does not collect data on single parent homes.

Table 3

Student Demographics in 21st CCLC Program, 2009-10

Group	Gender		Identified as single parent			Free or reduced-price lunch			
	Male	Female	Female head of household	Male head of household	No	Yes	No	Unknown	
Blanche Ely High									
Total students ($n=606$)	n	237	369	--	--	--	490	116	0
	%	39	61	--	--	--	81	19	0
Regular students ($n=0$)	n	0	0	--	--	--	0	0	0
	%	0	0	--	--	--	0	0	0
Northeast High									
Total students ($n=618$)	n	315	303	--	--	--	420	198	0
	%	51	49	--	--	--	68	32	0
Regular students ($n=56$)	n	32	24	--	--	--	43	13	0
	%	57	43	--	--	--	77	23	0

Note. Dashes indicate that data is not available because BCPS does not collect data on single parent homes.

Table 4 summarizes students with limited English proficiency and those with disabilities. Of the total participants at Blanche Ely High School, 13% ($n=81$) were limited English proficient, 7% ($n=11$) were identified as having a disability, and less than 1% were identified as homeless. Of the total participants at Northeast High School, 9% ($n=58$) were limited English proficient; and 7% ($n=4$) of the regular participants were limited English proficient. A total of 7% ($n=40$) of the total participants and 9% ($n=5$) of the regular participants were identified as having a disability. Of the total participants, four (<1%) were identified as homeless and none of the regular students in the program were identified as homeless.

Table 4
Student Special Needs in 21st CCLC Program, 2009-10

Group		Limited English proficient			Identified with disability			Identified as homeless		
		Yes	No	Unknown	Yes	No	Unknown	Yes	No	Unknown
Blanche Ely High										
Total Students (<i>n</i> =606)	<i>n</i>	81	525	0	11	154	0	5	601	0
	%	13	87	0	7	93	0	1	99	0
Regular Students (<i>n</i> =0)	<i>n</i>	0	0	0	0	0	0	0	0	0
	%	0	0	0	0	0	0	0	0	0
Northeast High										
Total Students (<i>n</i> =618)	<i>n</i>	58	560	0	40	578	0	4	614	0
	%	9	91	0	7	94	0	1	99	0
Regular Students (<i>n</i> =56)	<i>n</i>	4	52	0	5	51	0	0	56	0
	%	7	93	0	9	91	0	0	100	0

As shown in Table 5, for Blanche Ely High School among the total participants, 92% (*n*=557) were Black, 5% (*n*=30) were Hispanic, and 1% (*n*=8) were White. For Northeast High School among the total participants, 50% (*n*=306) were Black, 22% (*n*=137) were Hispanic, and 23% (*n*=144) were White. Among the regular participants, 88% (*n*=49) were Black, 2% (*n*=1) were Hispanic, and 9% (*n*=5) were White.

Table 5
Student Race and Ethnicity in 21st CCLC Program, 2009-10

Group		American					
		Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Multi- ethnic
Blanche Ely High							
Total Students (<i>n</i> =606)	<i>n</i>	0	5	557	30	8	6
	%	0	1	92	5	1	1
Regular Students (<i>n</i> =0)	<i>n</i>	0	0	0	0	0	0
	%	0	0	0	0	0	0
Northeast High							
Total Students (<i>n</i> =618)	<i>n</i>	3	6	306	137	144	22
	%	1	1	50	22	23	4
Regular Students (<i>n</i> =56)	<i>n</i>	0	0	49	1	5	1
	%	0	0	88	2	9	2

Table 6 documents student participation by grade level for Blanche Ely High. There was a slight tendency for the students to be younger, with 70% (*n*=424) of the regular students in grades 9 or 10. For Northeast High School, there was a slight tendency for the students to be in grades 10 and 11, while most of the regular students were in grade 9 (38%, *n*=21) and grade 10 (32%, *n*=18).

Table 6
Student Participation by Grade Levels in 21st CCLC Program, 2009-10

Group		PK	K	1	2	3	4	5	6	7	8	9	10	11	12	
Blanche Ely High																
Total Students (<i>n</i> =606)	<i>n</i>												192	232	162	20
	%												32	38	27	3
Regular Students (<i>n</i> =0)	<i>n</i>												0	0	0	0
	%												0	0	0	0
Northeast High																
Total Students (<i>n</i> =618)	<i>n</i>												187	195	203	33
	%												30	32	33	5
Regular Students (<i>n</i> =56)	<i>n</i>												21	18	12	5
	%												38	32	21	9

Note. 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. Shaded areas indicate not applicable.

Program Operation

Table 7 presents the total number of weeks, the typical number of days per week, and the number of hours per day that each site was in operation during the 2009-10 academic year. The program at Blanche Ely High School and Northeast High School operated for 30 weeks at four days per week during the academic year. No summer enrollment or hours of operation were reported at either school.

Table 7
Hours of Operation, 2009-10

Time Period	Total No. of weeks site was open	Total No. of days site was open	Typical No. of days per week site was open	Typical number of hours per week site was open:				TOTAL number of days site operated:			
				Before School	After School	Weekends	In the Summer	Before School	After School	Weekends	In the Summer
Blanche Ely High											
Summer 2009	0.0	0	0	0	0	0	0	0	0	0	0
2009-10 Academic Yr.	30.0	113	4	0	12	0	0	0	113	0	0
Northeast High											
Summer 2009	0.0	0	0	0	0	0	0	0	0	0	0
2009-10 Academic Yr.	30.0	117	4	0	12	0	0	0	117	0	0

Table 8 presents the normal school-day roles for the staff of the after-school program at Blanche Ely High School. A total of 58% (*n*=11) of the paid staff in the academic year were full-time teachers. At Northeast High School, a total of 80% (*n*=4) of the paid staff in the academic year were full-time teachers. No summer enrollment or hours of operation were reported at either school.

Table 8

Staff's Regular Responsibilities in 21st CCLC Program, 2009-10

Group	2009-10 academic year		Summer of 2009	
	Paid	Volunteer	Paid	Volunteer
Blanche Ely High				
School-day teachers (include former & substitute)	11	0	0	0
Center administrators and coordinators	4	0	0	0
Youth development workers and other nonschool-day staff with a college degree or higher	0	0	0	0
Other nonteaching school-day staff	3	0	0	0
Parents	0	0	0	0
College students	0	0	0	0
High school students	0	0	0	0
Other community members	0	0	0	0
Other nonschool-day staff with some or no college	1	0	0	0
Northeast High				
School-day teachers (include former & substitute)	4	0	0	0
Center administrators and coordinators	1	0	0	0
Youth development workers and other nonschool-day staff with a college degree or higher	0	0	0	0
Other nonteaching school-day staff	0	0	0	0
Parents	0	0	0	0
College students	0	0	0	0
High school students	0	0	0	0
Other community members	0	0	0	0
Other nonschool-day staff with some or no college	0	0	0	0

Note. These categories represent the regular responsibilities of program staff during the regular school day.

Program Outcomes

The extent to which this grant has met its stated objectives is examined below. Overall, the grant met three out of the nine objectives (improve academic performance, participate in academic enrichment, improved classroom behavior for those students who had no internal suspensions last year. The grant failed objectives concerning, improved attendance for those who had more than five unexcused absences last year and for those who had five or fewer unexcused absences last year, classroom behavior for students who had one or more internal suspensions last year, increased level of parent involvement, improve in family member participation in End of Summer Family Showcase, and demonstrated progress in fitness and/or health/wellness. Note that Objectives 4.1 and 4.2 were combined, as a school could have programs in either or both fitness and health/wellness.

Objective 1.1—Seventy-five percent (75%) of students regularly participating in academic enhancement programs will improve performance in state and local standards as demonstrated by such measures as student report cards, Benchmark Assessment Tests (BAT) and FCAT.

The results of an analysis of the changes from 2008-09 to 2009-10 in student FCAT-SSS developmental scale scores and student yearly grade point averages (GPA) for regularly participating students are presented in Table 9. Improvement was defined for each measure, for

Table 9

Academic Performance Improvement

School/Measure	<i>n</i>	Percentage demonstrating improvement
Blanche Ely High		
FCAT Reading	0	0
FCAT Mathematics	0	0
Semester GPA	0	0
At least one measure	0	0
Northeast High		
FCAT Reading	26	53
FCAT Mathematics	26	55
Semester GPA	36	68
At least one measure	51	96

Note. The last row includes students who have shown gains on at least one of the three measures listed.

each student, when the 2009-10 value was greater than the 2008-09 value. The number and percent of students documented in the row titled, “At least one measure,” refers to students who improved on at least one of the three measures (FCAT Reading, FCAT Mathematics, and Semester GPA). The BAT scores were not analyzed, due to the fact that their timing did not adequately reflect the impact of an academic year program. There were no regularly attending students at Blanche Ely High School, while 96% of the regularly

participating students at Northeast High School demonstrated an improvement in state and local standards as demonstrated by at least one of the three measures listed in the table; and we can conclude that this objective has been met.

Note that this analysis only examined the impact of students participating in the program for the period of this evaluation. Conceivably, there might have been some “lingering” impact on non-participants, by their participation in previous years, and “cumulative” impacts on current participants, by the fact that they participated for more than one year.

Objective 1.2—All students regularly participating in center programs will participate in academic enrichment activities, aligned to state standards in core academic areas, in non-traditional settings that address the diverse learning needs of the target population as demonstrated by teacher and center staff lesson plans.

The evaluator, as part of his site visitations, observed site operations, interviewed the center staff and reviewed a collection of lesson plans assembled by the staff as representative of the activities provided. In addition, the grant coordinator has made regular site visitations during the year, observing activities and reviewing lesson plans. The results of both of these data collection activities (site visitation and document review by both the evaluator and grant coordinator) indicate that academic enrichment activities, aligned to state standards, in non-traditional settings that address the diverse needs of the target population have been provided. Examples of these

academic enrichment activities include reading circles, hands-on cooperative learning activities, computer-assisted instruction, tutoring, and homework assistance. While there were no regularly participating students at Blanche Ely High School, these data gathering activities confirmed that all students took part in the specified academic enrichment activities. We can therefore conclude that this objective has been met.

Objective 2.1—80% of students regularly participating in the 21st CCLC program who have more than five unexcused absences the previous year, will have fewer absences than non-21st CCLC program participants at the school with more than five unexcused absences the previous year.

Table 10 presents the proportion of students regularly participating in the 21st CCLC program at Northeast High School who had more than five unexcused absences the previous year, and had fewer absences than the mean of non-21st CCLC program participants at the school, with more than five unexcused absences the previous year. There were no regularly attending students at Blanche Ely High School. This proportion was less than 80% at Northeast High School, so we can conclude that this objective has not been met.

Table 10

Comparison of the Number of 2009-10 Absences for Participants and Non-participants Who Had More Than Five Unexcused Absences the Previous Year

Grant	Mean number of absences for non-participants	Participants with fewer absences than the mean number of absences for non-participants	
		<i>n</i>	%
Blanche Ely High	0.0	0	0
Northeast High	16.7	5	31

A relative analysis of program participants, involving the interaction term of a two-way MANOVA, was not performed due to the fact that there were too few students with more than five absences in the participant group to perform a meaningful relative analysis.

Objective 2.2—80% of regularly participating students in the 21st CCLC program who had five or fewer unexcused absences the previous year will have the same or fewer unexcused absences than they had the previous year.

Table 11

Number and Percentage of Students Participating Who Had Five or Fewer Unexcused Absences the Previous Year Who Had the Same or Fewer Unexcused Absences in 2009-10

Grant	Improving	
	<i>n</i>	%
Blanche Ely High	0	0
Northeast High	18	55

Table 11 presents the proportion of regularly participating students in the 21st CCLC program at Northeast High School who had five or fewer unexcused absences the previous year and had the same or fewer unexcused absences than they

had the previous year. There were no regularly attending students at Blanche Ely High School. This proportion was less than 80% at Northeast High School, so we can conclude that this objective has not been met.

Objective 2.3—75% of students regularly participating in the 21st CCLC program at the school who have one or more internal suspension the previous year, will have fewer internal suspensions than those non-21st CCLC students at the school with one or more internal suspension the previous year.

Table 12 presents the proportion of students regularly participating in the 21st CCLC program at Northeast High School who had one or more internal suspension the previous year, and had less internal suspensions than the mean of those non-21st CCLC students at the school with one or more internal suspension the previous year. There were no regularly attending students at Blanche Ely High School. This proportion was not greater than 80% at Northeast High School, so we can conclude that this objective was not met.

Table 12

Comparison of the Number of 2009-10 Internal Suspensions for Participants and Non-participants who had One or More Internal Suspensions the Previous Year

School	Mean number of internal suspensions for non-participants	Participants with fewer internal suspensions than the mean number of internal suspensions for non-participants	
		<i>n</i>	%
Blanch Ely High	0.0	0	0
Northeast High	2.0	5	71

A relative analysis of program participants, involving the interaction term of a two-way MANOVA, was not performed due to the fact that there were too few students with internal suspensions in the participant group to perform a meaningful relative analysis.

Objective 2.4—75% of regularly participating students in the 21st CCLC program who had no internal suspensions the previous year will have no internal suspensions during the current year.

Table 13

Proportion of Students Who Had no Internal Suspensions Last Year Who Had no Internal Suspensions This Year

Grant	Improving	
	<i>n</i>	%
Blanche Ely High	0	0
Northeast High	42	86

Table 13 presents the proportion of regularly participating students in the 21st CCLC program who had no internal suspensions the previous year and had no internal suspensions during the current year.

Blanche Ely High School had no regular students, but for Northeast High School, the proportion was greater than 75%, so we can conclude that this objective was met.

Objective 3.1—The 21st Century Community Learning Centers will result in increased parental involvement (10% of regularly attending students’ parents will participate in the first activity; 20% will participate in the final activity) in positive activities beyond the school day, as demonstrated by parental sign-in sheets.

There were no parental sign-in sheets submitted at Northeast High School and at Blanche Ely High School, 19 parents attended the first activity, while 17 attended the last activity. No proportions could be calculated due to the fact that there were no regularly attending students at Blanche Ely High School.

Objective 3.2—Twenty percent (20%) of regularly participating students’ family members, will participate in the End of the Summer Family Showcase, as demonstrated by such measures as parental sign-in sheets.

There were no parental sign-in sheets submitted at Northeast High. At Blanche Ely High School a total of 19 parents attended the End of the Summer Showcase, however, no proportions could be calculated due to the fact that there were no regularly attending students at Blanche Ely High School.

Objective 4.1—Seventy-five percent (75%) of regularly participating 21st CCLC students who participate in health and wellness activities will improve their knowledge and/or performance as demonstrated by such measures as pre- and post-assessments.

There were no regularly participating students at Blanche Ely High School and at Northeast High School, there were no pre-test and post-test assessments submitted to support the accomplishment of this objective. However, the evaluator was able to observe that these activities were provided as part of the 21st CCLC program at Blanche Ely High School and Northeast High School.

Objective 4.2—Seventy-five percent (75%) of regularly participating 21st CCLC students who participate in fitness activities will improve their knowledge and/or performance as demonstrated by such measures as pre- and post-assessments.

There were no regularly participating students at Blanche Ely High School and at Northeast High School, there were no pre-test and post-test assessments submitted to support the accomplishment of this objective. However, the evaluator was able to observe that these activities were provided as part of the 21st CCLC program at Blanche Ely High School and Northeast High School.

Program Satisfaction

Overall, parent and student survey findings lead to the conclusion that both parents and students were satisfied with the 21st CCLC program at Blanche Ely High School and Northeast High School. The surveys were conducted by the grant administration at the end of the 2009-10 academic year. The parent surveys were distributed and completed by the parents during the last parent night. The student surveys were completed by the students during the after-school activities.

Table 14 presents the results of the parent survey for Blanche Ely High School. A total of 79% or more of the 78 parents responding expressed satisfaction (*satisfied* or *very satisfied*) with all of the items on the survey; with the exception of staff relating to parents, where 17% ($n=13$) were not sure; supplies, toys, and games, and meals and snacks, where 19% ($n=15$) were unsatisfied, and; play equipment, where 15% ($n=12$) were unsatisfied. There were no areas where the degree of expressed parent dissatisfaction exceeded 19%. Overall, 94% ($n=73$) of the responding parents would recommend this program to other parents and 91% ($n=71$) would sign their child up for this program, if offered next year.

Table 14
Parent Survey Responses for Blanche Ely High

Item	n	Percentage responding					
		Very unsatisfied	Unsatisfied	Not sure	Satisfied	Very satisfied	No response
How satisfied are you with:							
The after-school program	78	1	0	1	36	62	0
Overall staff quality	78	0	1	9	22	67	1
Staff warmth/friendliness	78	0	4	8	21	68	0
Staff relating to youth	78	0	1	8	32	56	3
Staff relating to parents	78	0	3	17	23	55	3
Staff serving role model	78	0	5	12	28	54	1
Supplies, toys, and games	78	5	14	9	28	42	1
Play equipment	78	5	10	13	23	47	1
Variety of activities offered	78	1	5	15	26	53	0
Activities management	78	0	3	12	31	53	3
Meals and snacks	78	6	13	10	22	46	3
Program affordability	78	3	0	6	15	73	3
Has the program helped your child:							
Complete homework	78	3	1	10	27	59	0
Learn to get along others	78	1	1	9	30	55	4
Appreciate other culture	78	1	0	6	30	62	1
Follow rules	78	0	0	6	26	65	3
Are you happy with the program	78	3	0	5	30	63	0
Is your child safe	78	0	0	1	30	68	1
Do you stop worrying about what your child is doing	78	3	0	5	35	54	4
Would you recommend the program	78	0	0	5	26	68	1
Would you sign up again	78	0	0	1	24	67	8
Is your child happy with the pgm.	78	1	0	4	23	72	0

Table 15 presents the results of the parent survey for Northeast High School. A total of 85% or more of the 53 parents responding expressed satisfaction (*satisfied* or *very satisfied*) with all of the items on the survey; with the exception of supplies, toys, and games, where 23% ($n=12$) were not sure, and; play equipment, where 19% ($n=10$) were unsatisfied. There were no areas where the degree of expressed parent dissatisfaction exceeded 4%. Overall, 93% of the responding parents would recommend this program to other parents ($n=49$) and would sign their child up for this program, if offered next year ($n=49$).

Table 15
Parent Survey Responses for Northeast High

Item	n	Percentage responding					
		Very unsatisfied	Unsatisfied	Not sure	Satisfied	Very satisfied	No response
How satisfied are you with:							
The after-school program	53	0	0	9	49	42	0
Overall staff quality	53	0	0	13	30	55	2
Staff warmth/friendliness	53	0	0	9	23	68	0
Staff relating to youth	53	0	0	15	34	51	0
Staff relating to parents	53	2	2	11	42	43	0
Staff serving role model	53	0	0	6	34	60	0
Supplies, toys, and games	53	2	0	23	23	51	2
Play equipment	53	4	0	19	26	51	0
Variety of activities offered	53	0	0	8	45	45	2
Activities management	53	2	2	8	36	51	2
Meals and snacks	53	2	2	11	21	64	0
Program affordability	53	0	2	13	25	61	0
Has the program helped your child:							
Complete homework	53	0	2	4	40	55	0
Learn to get along others	53	2	0	4	45	49	0
Appreciate other culture	53	2	2	9	32	55	0
Follow rules	53	0	0	6	40	55	0
Are you happy with the program	53	0	0	2	34	64	0
Is your child safe	53	0	2	4	23	72	0
Do you stop worrying about what your child is doing	53	4	0	11	28	57	0
Would you recommend the program	53	2	0	4	34	59	2
Would you sign up again	53	2	0	4	19	74	2
Is your child happy with the program	53	2	0	11	26	60	0

As shown in Table 16, many of the questions demonstrated a high no response rate (18 questions with a no response rate greater than 30%). There were no questions with a response rate of “not at all” greater than 25%, and no questions with an agreement rate greater than 75%. A total of, 61% ($n=50$) of the students indicated that the activities were enjoyable and 65% ($n=53$) liked the program. It is likely that the low agreement rate for “liked the program” is attributable to the low response rate for that question.

Table 16
Student Survey Responses for Blanche Ely High

Item	<i>n</i>	Percentage responding			
		Definitely	Kind of	Not at all	No response
Do you like the program	82	52	13	1	32
Do you want to attend next year	82	46	13	5	35
Did the program help you:					
with your homework	82	42	21	2	37
with your grades	82	39	22	5	34
with your reading ability	82	40	26	20	15
with your mathematics	82	48	16	1	35
with your arts and music ability	82	48	22	15	16
with your technology learning	82	46	18	1	34
with your understanding of career options	82	40	27	13	20
improve your school attendance	82	50	16	1	33
learn about other people’s cultures	82	39	27	11	23
improve your ability to set goals	82	45	12	10	33
understand that you can turn to adults for help	82	49	17	13	21
increase your pride in your neighborhood	82	42	22	16	21
understand how to be a good citizen	82	57	13	10	20
understand that violence is wrong	82	42	26	11	22
realize that teamwork is important	82	42	32	7	20
understand the importance of following rules	82	52	18	3	26
understand the need for respecting others	82	48	23	3	27
know the importance of respecting yourself	82	31	29	13	27
understand the importance of being drug free	82	35	26	11	28
with your computer skills and abilities	82	51	13	7	28
Did the program improve your:					
skills in playing sports and games	82	57	11	0	32
creative ability and self expression	82	51	17	0	32
ability to make friends	82	50	13	1	35
ability to get along with others	82	51	13	3	33
ability to solve problems in a positive way	82	44	13	7	35
willingness to do things for others	82	33	17	13	37
Did the program give you a safe environment	82	30	17	17	37
Did the program have caring adults	82	46	12	5	37
Did you enjoy the activities	82	38	23	1	38
Did you go to neat and fun places	82	44	16	5	35

As shown in Table 17, 87% or more of the 216 students responding to the survey for Northeast High School agreed with all of the questions on the survey. These positive results included questions regarding their feelings as to whether the activities were enjoyable (100%, $n=216$ liked the program), and beneficial (96% or more agreement on items, such as homework, reading ability, arts and music, career options, and other people's culture).

Table 17
Student Survey Responses for Northeast High

Item	<i>n</i>	Percentage responding			
		Definitely	Kind of	Not at all	No response
Do you like the program	216	99	1	0	0
Do you want to attend next year	216	88	1	0	11
Did the program help you:					
with your homework	216	98	2	0	0
with your grades	216	88	1	0	11
with your reading ability	216	95	2	1	3
with your mathematics	216	87	1	0	12
with your arts and music ability	216	93	4	1	3
with your technology learning	216	87	1	0	12
with your understanding of career options	216	91	5	1	3
improve your school attendance	216	86	1	0	13
learn about other people's cultures	216	89	7	1	4
improve your ability to set goals	216	86	1	0	13
understand that you can turn to adults for help	216	85	9	1	5
increase your pride in your neighborhood	216	85	9	1	6
understand how to be a good citizen	216	91	3	1	6
understand that violence is wrong	216	90	4	1	6
realize that teamwork is important	216	90	4	1	6
understand the importance of following rules	216	89	4	1	6
understand the need for respecting others	216	92	2	0	6
know the importance of respecting yourself	216	90	3	1	6
understand the importance of being drug free	216	89	3	1	7
with your computer skills and abilities	216	92	1	0	7
Did the program improve your:					
skills in playing sports and games	216	90	2	0	8
creative ability and self expression	216	91	1	0	7
ability to make friends	216	90	1	0	8
ability to get along with others	216	90	1	0	9
ability to solve problems in a positive way	216	89	1	0	10
willingness to do things for others	216	88	1	0	10
Did the program give you a safe environment	216	88	1	0	11
Did the program have caring adults	216	88	1	0	11
Did you enjoy the activities	216	88	1	0	11
Did you go to neat and fun places	216	88	1	0	11

Appendix I
Grant I
Riverland and Watkins Elementary Schools

Grant I, consisting of Riverland and Watkins elementary schools, began during the 2009-10 school year, and is managed by the YMCA through a contract with the Children’s Services Council. Overall, the grant met five out of the nine objectives (improve academic performance, participate in academic enrichment, improved attendance for those who had more than five unexcused absences last year and for those who had five or fewer unexcused absences last year, and improved classroom behavior for those students who had no internal suspensions last year. The grant failed objectives concerning classroom behavior for students who had one or more internal suspensions last year, increased level of parent involvement, improved in family member participation in End of Summer Family Showcase, and demonstrated progress in fitness and/or health/wellness. Note that Objectives 4.1 and 4.2 were combined as a school could have programs in either or both fitness and health/wellness.

Student Attendance and Enrollment

Tables 1 through 6 present the enrollment and demographic distribution of the participants in the 21st CCLC after-school activities during the 2009-10 school year. The total enrollment figures include any student who attended a 21st CCLC for at least one day during summer 2009 or the 2009-10 academic year. Regularly participating students are those who attended for at least 30 days during the same time period. This grant had a discrepancy between the attendance data that schools reported on the Academic Year Reporting Form submitted to the funding agency and the numbers extracted from TERMS.

Table 1 shows that 118 students participated in 21st CCLC activities at Riverland Elementary School during the 2009-10 school year, of which 95 attended at least 30 days. This represents 17% and 13%, respectively, of the 715 students at Riverland Elementary School extracted from the District’s Data Warehouse. A total of 156 students participated in 21st CCLC activities at Watkins Elementary School during the 2009-10 school year, of which 123 attended at least 30 days. This represents 18% and 14%, respectively, of the 849 students at Watkins Elementary School contained on the data file. No summer enrollment or hours of operation were reported.

Table 1
Student Enrollment in 21st CCLC Program, 2009-10

Group	Total enrollment			Total
	Summer 2009 only	Academic year only	Summer and academic year	
Riverland Elementary				
Total students	0	118	0	118
Regular students	0	95	0	95
Watkins Elementary				
Total students	0	156	0	156
Regular students	0	123	0	123

Table 2 documents the average number of students attending on a daily basis in the after-school activities of the 21st CCLC. The average number of students attending daily for each program was calculated by adding the number of days in attendance for each student in that program and dividing by the number of days in operation of that program. This method is mathematically equivalent to the instructions given by the statewide grant coordinator to “take the attendance rates for each day and average them together.” Since a student is either in attendance or not on any particular day, this number will be an unduplicated average.

This average is mandatory by the state and federal reporting requirements, in order to compare to the proposed average daily attendance contained in the budget and program worksheets submitted by the schools as part of the grant application. The proposed average daily attendance should not be confused with the commonly utilized notion of “average daily attendance,” which is the attendance proportion (not number) of regular school students.

The average number of students attending each day (total recorded attendance divided by number of days of operation) was 59 for all students who attended the after-school program at Riverland Elementary School and 85 for Watkins Elementary school during the academic year. On the Academic Year Reporting Form, the schools reported a higher average number of 78 and 104 students attending each day, respectively, creating a discrepancy between the manual collection of attendance data and attendance data entered into TERMS. The TERMS attendance figures are below the proposed values of 99 and 97, respectively. On the Academic Year Reporting Form, the attendance for Riverland Elementary School was below the proposed value and the attendance for Watkins Elementary was above the proposed value.

Table 2
Average Number of Students Attending a 21st CCLC Program, 2009-10

	Summer 2009	Academic year				Overall
		After school	Before school	During school	Weekend/ holidays	
Riverland Elementary						
Actual	0	59	0	0	0	59
Proposed	0	99	0	0	0	99
Watkins Elementary						
Actual	0	85	0	0	0	57
Proposed	0	97	0	0	0	99

Table 3 summarizes selected demographics of students participating in 21st CCLC at Riverland and Watkins elementary schools during the 2009-10 school year. At Riverland, 52% ($n=61$) of all participants ($n=61$) and regular participants ($n=49$) were female. A total of 96% ($n=113$) of the total participants and 95% ($n=90$) of the regular participants were on free or reduced-price lunch. At Watkins Elementary School during the 2009-10 school year, a total of 52% ($n=81$) of all participants were female, and 55% ($n=68$) of the regular participants were female. Ninety-four percent of the total participants ($n=146$) and regular participants ($n=115$) were eligible for free or reduced-price lunch. Broward County Public Schools does not collect data on single parent homes.

Table 3
Student Demographics in 21st CCLC Program, 2009-10

Group	Gender		Identified as single parent			Free or reduced-price lunch			
	Male	Female	Female head of household	Male head of household	No	Yes	No	Unknown	
Riverland Elementary									
Total students (<i>n</i> =118)	<i>n</i>	57	61	--	--	--	113	5	0
	%	48	52	--	--	--	96	4	0
Regular students (<i>n</i> =95)	<i>n</i>	46	49	--	--	--	90	5	0
	%	48	52	--	--	--	95	5	0
Watkins Elementary									
Total students (<i>n</i> =156)	<i>n</i>	75	81	--	--	--	146	10	0
	%	48	52	--	--	--	94	6	0
Regular students (<i>n</i> =123)	<i>n</i>	55	68	--	--	--	115	8	0
	%	45	55	--	--	--	94	7	0

Note. Dashes indicate that data is not available because BCPS does not collect data on single parent homes.

Table 4 summarizes students with limited English proficiency and those with disabilities. Of the total participants at Riverland Elementary School, 20% (*n*=24) were limited English proficient; and 22% (*n*=21) of the regular participants were limited English proficient. A total of 18% of the total participants (*n*=21) and the regular participants (*n*=17) were identified as having a disability. Less than one percent (<1%) of the total participants and regular participants in the program were identified as homeless. For the total participants at Watkins Elementary School, 12% (*n*=18) were limited English proficient; and 11% (*n*=14) of the regular participants were limited English proficient. A total of 18% of the total participants (*n*=28) and the regular participants (*n*=22) were identified as having a disability. Of the total participants, one (<1%) were identified as homeless and none of the regular students in the program were identified as homeless.

Table 4
Student Special Needs in 21st CCLC Program, 2009-10

Group	Limited English proficient			Identified with disability			Identified as homeless			
	Yes	No	Unknown	Yes	No	Unknown	Yes	No	Unknown	
Riverland Elementary										
Total Students (<i>n</i> =118)	<i>n</i>	24	94	0	21	97	0	1	117	0
	%	20	80	0	18	82	0	1	99	0
Regular Students (<i>n</i> =95)	<i>n</i>	21	74	0	17	78	0	1	94	0
	%	22	78	0	18	82	0	1	99	0
Watkins Elementary										
Total Students (<i>n</i> =156)	<i>n</i>	18	138	0	28	128	0	1	155	0
	%	12	89	0	18	82	0	1	99	0
Regular Students (<i>n</i> =123)	<i>n</i>	14	109	0	22	101	0	0	123	0
	%	11	89	0	18	82	0	0	100	0

As shown in Table 5, for Riverland Elementary School among the total participants, 65% ($n=77$) were Black, 30% ($n=35$) were Hispanic, and 1% ($n=1$) were White. Among the regular participants, 63% ($n=60$) were Black, 32% ($n=30$) were Hispanic, and 1% ($n=1$) were White. For Watkins Elementary School, among the total participants, 80% ($n=125$) were Black, 16% ($n=25$) were Hispanic, and 1% ($n=2$) were White. Among the regular participants, 81% ($n=100$) were Black, 15% ($n=18$) were Hispanic, and 1% ($n=1$) were White.

Table 5
Student Race and Ethnicity in 21st CCLC Program, 2009-10

Group		American					
		Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Multi- ethnic
Riverland Elementary							
Total Students ($n=118$)	<i>n</i>	0	1	77	35	1	4
	%	0	1	65	30	1	3
Regular Students ($n=95$)	<i>n</i>	0	1	60	30	1	3
	%	0	1	63	32	1	3
Watkins Elementary							
Total Students ($n=156$)	<i>n</i>	0	1	125	25	2	3
	%	0	1	80	16	1	2
Regular Students ($n=123$)	<i>n</i>	0	1	100	18	1	3
	%	0	1	81	15	1	2

Table 6 documents student participation by grade level for Riverland and Watkins Elementary schools. For Riverland Elementary, the majority of students were from grade 4, with 42% ($n=50$) of the total students and 45% ($n=43$) of the regular students. For Watkins Elementary, most students were younger with 43% ($n=67$) of the total students and 46% ($n=56$) of the regular students in grade 3.

Table 6
Student Participation by Grade Levels in 21st CCLC Program, 2009-10

Group		PK	K	1	2	3	4	5	6	7	8	9	10	11	12
		Riverland Elementary													
Total Students ($n=118$)	<i>n</i>					35	50	33							
	%					30	42	28							
Regular Students ($n=95$)	<i>n</i>					27	43	25							
	%					28	45	26							
Watkins Elementary															
Total Students ($n=156$)	<i>n</i>					67	41	48							
	%					43	26	38							
Regular Students ($n=123$)	<i>n</i>					56	29	38							
	%					46	24	31							

Note. 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. Shaded areas indicate not applicable.

Program Operation

Table 7 presents the total number of weeks, the typical number of days per week, and the number of hours per day that each site was in operation during the 2009-10 academic year. The program at Riverland Elementary School operated for 30 weeks at four days per week during the academic year. For Watkins Elementary School the program operated for 32 weeks at four days per week during the academic year. No summer enrollment or hours of operation were reported.

Table 7
Hours of Operation, 2009-10

Time Period	Total No. of weeks site was open	Total No. of days site was open	Typical No. of days per week site was open	Typical number of hours per week site was open:				TOTAL number of days site operated:			
				Before School	After School	Weekends	In the Summer	Before School	After School	Weekends	In the Summer
Riverland Elementary											
Summer 2009	0.0	0	0	0	0	0	0	0	0	0	0
2009-10 Academic Yr.	30.0	132	4	0	12	0	0	0	132	0	0
Watkins Elementary											
Summer 2009	0.0	0	0	0	0	0	0	0	0	0	0
2009-10 Academic Yr.	32.0	128	4	0	12	0	0	0	128	0	0

Table 8 presents the normal school-day roles for the staff of the after-school program at Riverland Elementary School. A total of 60% ($n=12$) of the paid staff in the academic year were full-time teachers. At Watkins Elementary School, a total of 70% ($n=23$) of the paid staff in the academic year were full-time teachers.

Table 8
Staff's Regular Responsibilities in 21st CCLC Program, 2009-10

Group	2009-10 academic year		Summer of 2009	
	Paid	Volunteer	Paid	Volunteer
Riverland Elementary				
School-day teachers (include former & substitute)	12	0	0	0
Center administrators and coordinators	2	0	0	0
Youth development workers and other nonschool-day staff with a college degree or higher	0	0	0	0
Other nonteaching school-day staff	6	0	0	0
Parents	0	0	0	0
College students	0	0	0	0
High school students	0	0	0	0
Other community members	0	0	0	0
Other nonschool-day staff with some or no college	0	0	0	0

(table continues)

Table 8 (continued).

Group	2009-10 academic year		Summer of 2009	
	Paid	Volunteer	Paid	Volunteer
Watkins Elementary				
School-day teachers (include former & substitute)	16	0	0	0
Center administrators and coordinators	2	0	0	0
Youth development workers and other nonschool-day staff with a college degree or higher	0	0	0	0
Other nonteaching school-day staff	5	0	0	0
Parents	0	0	0	0
College students	0	0	0	0
High school students	0	0	0	0
Other community members	0	0	0	0
Other nonschool-day staff with some or no college	0	0	0	0

Note. These categories represent the regular responsibilities of program staff during the regular school day.

Program Outcomes

The extent to which this grant has met its stated objectives is examined below. Overall, the grant met five out of the nine objectives (improve academic performance, participate in academic enrichment, improved attendance for those who had more than five unexcused absences last year and for those who had five or fewer unexcused absences last year, and improved classroom behavior for those students who had no internal suspensions last year. The grant failed objectives concerning classroom behavior for students who had one or more internal suspensions last year, increased level of parent involvement, improved in family member participation in End of Summer Family Showcase, and demonstrated progress in fitness and/or health/wellness. Note that Objectives 4.1 and 4.2 were combined, as a school could have programs in either or both fitness and health/wellness.

Objective 1.1—Seventy-five percent (75%) of students regularly participating in academic enhancement programs will improve performance in state and local standards as demonstrated by such measures as student report cards, Benchmark Assessment Tests (BAT) and FCAT.

The results of an analysis of the changes from 2008-09 to 2009-10 in student FCAT-SSS developmental scale scores for regularly participating students are presented in Table 9. GPAs are not calculated for elementary school students and are therefore excluded from this analysis. The BAT scores were not analyzed, due to the fact that their timing did not adequately reflect the impact of an academic year program. Improvement was defined for each measure, for each student, when the 2009-10 value was greater than the 2008-09 value. The number and percent of students documented in the row titled, “At least one measure,” refers to students who improved on at least one of the two measures (FCAT Reading, and FCAT Mathematics). A total of 93% of the regularly participating students at Riverland Elementary School and 88% of the regularly participating students at Watkins Elementary School demonstrated an improvement in

Table 9
Academic Performance Improvement

School/Measure	<i>n</i>	Percentage demonstrating improvement
Riverland Elementary		
FCAT Reading	68	72
FCAT Mathematics	68	82
Semester GPA	--	--
At least one measure	83	93
Watkins Elementary		
FCAT Reading	69	72
FCAT Mathematics	69	77
Semester GPA	--	--
At least one measure	91	88

Note. The last row includes students who have shown gains on at least one of the measures listed. Dashes indicate that data is not available due to GPAs not being calculated for elementary school students.

state and local standards as demonstrated by at least one of the two measures listed in the table; and we can conclude that this objective has been met for this grant.

Note that this analysis only examined the impact of students participating in the program for the period of this evaluation. Conceivably, there might be some “lingering” impact on non-participants by their participation in previous years and “cumulative” impacts on current participants by the fact that they participated for more than one year.

Objective 1.2—All students regularly participating in center programs will participate in academic enrichment activities, aligned to state standards in core academic areas, in non-traditional settings that address the diverse learning needs of the target population as demonstrated by teacher and center staff lesson plans.

The evaluator, as part of his site visitations, observed site operations, interviewed the center staff and reviewed a collection of lesson plans assembled by the staff as representative of the activities provided. In addition, the grant coordinator has made regular site visitations during the year, observing activities and reviewing lesson plans. The results of both of these data collection activities (site visitation and document review by both the evaluator and grant coordinator) indicate that academic enrichment activities, aligned to state standards, in non-traditional settings that address the diverse needs of the target population have been provided. Examples of these academic enrichment activities include reading circles, hands-on cooperative learning activities, computer-assisted instruction, tutoring, and homework assistance. We can therefore conclude that this objective has been met.

Objective 2.1—80% of students regularly participating in the 21st CCLC program who have more than five unexcused absences the previous year, will have fewer absences than non-21st CCLC program participants at the school with more than five unexcused absences the previous year.

Table 10 presents the proportion of students regularly participating in the 21st CCLC program at Riverland Elementary School and Watkins Elementary School who had more than five unexcused absences the previous year, and had fewer absences than the mean of non-21st CCLC program participants at the school, with more than five unexcused absences the previous year. This proportion was less than 80% for Riverland Elementary School and greater than 80% for

Watkins Elementary School. The combined proportion for both schools was 81%, so we can conclude that this objective has been met.

Table 10

Comparison of the Number of 2009-10 Absences for Participants and Non-participants Who Had More Than Five Unexcused Absences the Previous Year

Grant	Mean number of absences for non-participants	Participants with fewer absences than the mean number of absences for non-participants	
		<i>n</i>	%
Riverland Elementary	10.5	5	76
Watkins Elementary	10.1	17	85

A relative analysis of program participants, involving the interaction term of a two-way MANOVA, was not performed due to the fact that there were too few students with more than five absences in the participant group to perform a meaningful relative analysis.

Objective 2.2—80% of regularly participating students in the 21st CCLC program who had five or fewer unexcused absences the previous year will have the same or fewer unexcused absences than they had the previous year.

Table 11

Number and Percentage of Students Participating Who Had Five or Fewer Unexcused Absences the Previous Year Who Had the Same or Fewer Unexcused Absences in 2009-10

Grant	Improving	
	<i>n</i>	%
Riverland Elementary	71	85
Watkins Elementary	76	78

Table 11 presents the proportion of regularly participating students in the 21st CCLC program who had five or fewer unexcused absences the previous year and had the same or fewer unexcused absences than they had the previous year.

This proportion was greater than 80% for Riverland Elementary and less than 80% for Watkins Elementary. The combined proportion was greater than 80%, so can conclude that this objective has been met for this grant.

Objective 2.3—75% of students regularly participating in the 21st CCLC program at the school who have one or more internal suspension the previous year, will have fewer internal suspensions than those non-21st CCLC students at the school with one or more internal suspension the previous year.

Table 12 presents the proportion of students regularly participating in the 21st CCLC program at Riverland Elementary School and Watkins Elementary School who had one or more internal suspensions the previous year, and had less internal suspensions than the mean of those non-21st CCLC students at the school with one or more internal suspension the previous year. This proportion was not greater than 80% for either school, so we can conclude that this objective was not met.

Table 12

Comparison of the Number of 2009-10 Internal Suspensions for Participants and Non-participants who had One or More Internal Suspensions the Previous Year

School	Mean number of internal suspensions for non-participants	Participants with fewer internal suspensions than the mean number of internal suspensions for non-participants	
		<i>n</i>	%
Riverland Elementary	1.8	1	25
Watkins Elementary	1.6	0	0

A relative analysis of program participants, involving the interaction term of a two-way MANOVA, was not performed due to the fact that there were too few students with internal suspensions in the participant group to perform a meaningful relative analysis.

Objective 2.4—75% of regularly participating students in the 21st CCLC program who had no internal suspensions the previous year will have no internal suspensions during the current year.

Table 13

Proportion of Students Who Had no Internal Suspensions Last Year Who Had no Internal Suspensions This Year

Grant	Improving	
	<i>n</i>	%
Riverland Elementary	87	93
Watkins Elementary	118	100

Table 13 presents the proportion of regularly participating students in the 21st CCLC program who had no internal suspensions the previous year and had no internal suspensions during the

current year. This proportion was greater than 75% at both schools, so we can conclude that this objective was met.

Objective 3.1—The 21st Century Community Learning Centers will result in increased parental involvement (10% of regularly attending students’ parents will participate in the first activity; 20% will participate in the final activity) in positive activities beyond the school day, as demonstrated by parental sign-in sheets.

There were no parental sign-in sheets submitted at Riverland Elementary and at Watkins Elementary School, 53 parents attended the first activity and 12 attended the last activity. However, the accomplishment of this objective cannot be established since it is not possible to determine which of these parents are associated with regularly participating students.

Objective 3.2—Twenty percent (20%) of regularly participating students’ family members, will participate in the End of the Summer Family Showcase, as demonstrated by such measures as parental sign-in sheets.

There were no parental sign-in sheets available to support the accomplishment of this objective.

Objective 4.1—Seventy-five percent (75%) of regularly participating 21st CCLC students who participate in health and wellness activities will improve their knowledge and/or performance as demonstrated by such measures as pre- and post-assessments.

For Riverland Elementary School and Watkins Elementary School, there were no pre-test and post-test assessments submitted to support the accomplishment of this objective. However, the evaluator was able to observe that these activities were provided as part of the 21st CCLC program at Riverland Elementary School and Watkins Elementary School.

Objective 4.2—Seventy-five percent (75%) of regularly participating 21st CCLC students who participate in fitness activities will improve their knowledge and/or performance as demonstrated by such measures as pre- and post-assessments.

There were no pre-test and post-test assessments submitted to support the accomplishment of this objective. However, the evaluator was able to observe that these activities were provided as part of the 21st CCLC program at Riverland Elementary School and Watkins Elementary School.

Program Satisfaction

Overall, parent and student survey findings lead to the conclusion that both parents and students were satisfied with the 21st CCLC program at Riverland Elementary School and Watkins Elementary School. The surveys were conducted by the grant administration at the end of the 2009-10 academic year. The parent surveys were distributed and completed by the parents during the last parent night. The student surveys were completed by the students during the after-school activities.

Table 14 presents the results of the parent survey for Riverland Elementary School. A total of 82% or more of the 50 parents responding expressed satisfaction (*satisfied* or *very satisfied*) with all of the items on the survey, with the exception of overall staff quality, and staff relating to parents, where 18% ($n=9$) were not sure. There were no areas where the degree of expressed parent dissatisfaction exceeded 10%. Overall, 96% ($n=48$) of the responding parents would recommend this program to other parents and 88% ($n=44$) would sign their child up for this program, if offered next year.

Table 14
Parent Survey Responses for Riverland Elementary

Item	n	Percentage responding					
		Very unsatisfied	Unsatisfied	Not sure	Satisfied	Very satisfied	No response
How satisfied are you with:							
The after-school program	50	0	0	6	44	50	0
Overall staff quality	50	0	0	18	38	44	0
Staff warmth/friendliness	50	0	0	10	38	52	0
Staff relating to youth	50	4	0	12	50	34	0
Staff relating to parents	50	4	0	18	40	38	0
Staff serving role model	50	2	0	16	46	36	0
Supplies, toys, and games	50	0	0	18	46	36	0
Play equipment	50	0	0	16	46	38	0
Variety of activities offered	50	0	0	12	44	44	0
Activities management	50	0	0	12	40	48	0
Meals and snacks	50	0	0	12	40	48	0
Program affordability	50	0	0	8	30	62	0
Has the program helped your child:							
Complete homework	50	2	8	8	36	46	0
Learn to get along others	50	0	4	2	48	46	0
Appreciate other culture	50	0	0	6	54	40	0
Follow rules	50	0	4	4	48	44	0
Are you happy with the program	50	0	2	8	28	62	0
Is your child safe	50	0	0	4	42	54	0
Do you stop worrying about what your child is doing	50	0	2	4	48	46	0
Would you recommend the program	50	0	0	4	18	78	0
Would you sign up again	50	4	2	6	10	78	0
Is your child happy with the program	50	0	2	2	36	60	0

Table 15 presents the results of the parent survey Watkins Elementary School. A total of 82% or more of the 74 parents responding expressed satisfaction (*satisfied* or *very satisfied*) with all of the items on the survey. Overall, 92% ($n=68$) of the responding parents would recommend this program to other parents and 94% ($n=70$) would sign their child up for this program, if offered next year.

Table 15
Parent Survey Responses for Watkins Elementary

Item	n	Percentage responding					
		Very unsatisfied	Unsatisfied	Not sure	Satisfied	Very satisfied	No response
How satisfied are you with:							
The after-school program	74	3	0	8	22	67	0
Overall staff quality	74	3	1	7	20	68	1
Staff warmth/friendliness	74	1	1	0	19	77	1
Staff relating to youth	74	1	1	8	22	68	0
Staff relating to parents	74	0	3	7	18	73	0
Staff serving role model	74	0	0	3	24	72	1
Supplies, toys, and games	74	0	3	15	20	62	0
Play equipment	74	0	3	12	24	61	0
Variety of activities offered	74	0	1	7	24	66	1
Activities management	74	0	1	7	20	69	3
Meals and snacks	74	3	3	8	18	69	0
Program affordability	74	0	0	10	19	66	5
Has the program helped your child:							
Complete homework	74	4	5	3	11	74	3
Learn to get along others	74	1	0	5	22	70	1
Appreciate other culture	74	3	0	7	16	74	0
Follow rules	74	3	0	1	23	72	1
Are you happy with the program	74	0	4	5	12	77	1
Is your child safe	74	0	1	1	19	78	0
Do you stop worrying about what your child is doing	74	1	1	3	22	69	4
Would you recommend the program	74	3	0	1	16	76	4
Would you sign up again	74	1	0	1	18	76	4
Is your child happy with the program	74	0	1	5	27	66	0

As shown in Table 16, 71% or more of the 105 students responding to the survey for Riverland Elementary School agreed with all of the questions on the survey; with the exception of attend next year and grades (69%, $n=72$), and; ability to set goals (67%, $n=70$). These positive results included questions regarding their feelings as to whether the activities were enjoyable (99%, $n=104$ liked the program), and beneficial (92% or more agreement on items, such as homework, reading ability, arts and music ability, understanding of career options, other people's cultures, and that violence is wrong.

Table 16
Student Survey Responses for Riverland Elementary

Item	n	Percentage responding			
		Definitely	Kind of	Not at all	No response
Do you like the program	105	89	10	0	2
Do you want to attend next year	105	53	16	2	29
Did the program help you:					
with your homework	105	66	26	7	2
with your grades	105	53	16	1	30
with your reading ability	105	81	14	4	1
with your mathematics	105	68	3	0	30
with your arts and music ability	105	81	18	0	1
with your technology learning	105	63	8	0	30
with your understanding of career options	105	74	23	0	3
improve your school attendance	105	65	6	0	30
learn about other people's cultures	105	71	22	3	4
improve your ability to set goals	105	60	7	4	30
understand that you can turn to adults for help	105	51	35	11	4
increase your pride in your neighborhood	105	67	20	10	4
understand how to be a good citizen	105	58	20	16	6
understand that violence is wrong	105	70	23	1	7
realize that teamwork is important	105	59	24	9	9
understand the importance of following rules	105	65	21	2	12
understand the need for respecting others	105	78	6	1	15
know the importance of respecting yourself	105	51	23	11	14
understand the importance of being drug free	105	69	16	0	15
with your computer skills and abilities	105	71	10	2	17
Did the program improve your:					
skills in playing sports and games	105	75	7	0	18
creative ability and self expression	105	79	2	0	19
ability to make friends	105	71	9	0	21
ability to get along with others	105	76	3	0	21
ability to solve problems in a positive way	105	72	3	3	22
willingness to do things for others	105	47	26	2	26
Did the program give you a safe environment	105	71	5	0	25
Did the program have caring adults	105	61	13	1	25
Did you enjoy the activities	105	64	10	0	27
Did you go to neat and fun places	105	54	17	1	28

As shown in Table 17, there were nine questions with a response rate of “not at all” greater than 25%. However, over two thirds of the students agreed with all of the questions except for help with homework, ability to set goals, turn to adults for help, pride in neighborhood, good citizen, violence is wrong, teamwork is important, respecting yourself, and willingness to do things for others. A total of 83% ($n= 76$) liked the program.

Table 17
Student Survey Responses for Watkins Elementary

Item	n	Percentage responding			
		Definitely	Kind of	Not at all	No response
Do you like the program	91	43	40	9	9
Do you want to attend next year	91	60	30	7	4
Did the program help you:					
with your homework	91	31	26	33	10
with your grades	91	54	29	12	6
with your reading ability	91	52	38	11	0
with your mathematics	91	60	23	11	6
with your arts and music ability	91	53	35	12	0
with your technology learning	91	63	25	8	4
with your understanding of career options	91	63	28	8	2
improve your school attendance	91	58	28	8	8
learn about other people's cultures	91	52	32	17	0
improve your ability to set goals	91	45	20	30	6
understand that you can turn to adults for help	91	31	20	50	0
increase your pride in your neighborhood	91	40	20	41	0
understand how to be a good citizen	91	32	32	25	0
understand that violence is wrong	91	45	26	29	0
realize that teamwork is important	91	45	25	29	1
understand the importance of following rules	91	53	29	17	2
understand the need for respecting others	91	65	23	9	3
know the importance of respecting yourself	91	33	30	35	2
understand the importance of being drug free	91	60	26	12	1
with your computer skills and abilities	91	73	20	6	2
Did the program improve your:					
skills in playing sports and games	91	70	18	9	3
creative ability and self expression	91	75	22	1	2
ability to make friends	91	75	19	1	6
ability to get along with others	91	71	17	4	8
ability to solve problems in a positive way	91	78	9	10	3
willingness to do things for others	91	49	18	29	6
Did the program give you a safe environment	91	51	22	22	6
Did the program have caring adults	91	60	25	10	4
Did you enjoy the activities	91	62	22	11	6
Did you go to neat and fun places	91	60	28	8	6

Appendix J
21st Century Community Learning Centers
Staff Interview Protocol

1. What have been the impacts of the after-school activities on the students' academic progress?
2. What have been the impacts of the after-school activities on the students' behavior?
3. Has the after-school program met your expectations? Why or why not?
4. What are the strengths of the program?
5. What areas do you feel need improvement?
6. What factors have facilitated the success of the after-school program?
7. What factors have blocked the success of the after-school program?
8. What else do you think that I should know about the after-school program?

Appendix K
21st Century Community Learning Centers
Observation Instrument

School _____

1. Are the students engaged in their activities?
2. Are the activities hands-on?
3. Are the students apparently happy and enjoying the time?

Appendix L
21st Century Community Learning Centers (CCLC)
Teacher Survey

Thank you for participating in the 21st Century Community Learning Centers (CCLC) after-school program at your school. Please take 5 minutes to complete this survey. This survey will help us determine the impact of the grant and ways in which the grant could be improved. All of your responses are confidential and are compiled electronically by the Research Services Department for the external evaluator; no individual responses are reported or disclosed.

Directions: Please click on the appropriate answer or fill in the blank for each question.

Questions 1-5: As a result of participating in the 21st CCLC grant activities, the students that regularly take part in the 21st CCLC after-school programs at your school have:

	To a great extent	To a moderate extent	To a slight extent	Not at all
1. Improved their academic performance				
2. Improved their school attendance				
3. Improved their behavior in school				
4. Participated in health, fitness, and/or wellness activities				
5. Participated in academic enrichment activities, aligned to state standards, in non-traditional settings that address the diverse needs of the student body.				

6. What have been the factors that contributed to the success of the 21st CCLC program provided at your school this year?

7. What have been the factors that impeded the success of the 21st CCLC program provided at your school this year?

8. What else would you like to comment on regarding the 21st CCLC program at your school?

Thank you for completing the 21st Century Community Learning Center (CCLC)
Teacher Survey!

Please click FINISH below to submit your responses.

Appendix M
21st Century Community Learning Centers (CCLC)
Principal Survey

Thank you for participating in the 21st Century Community Learning Centers (CCLC) grant at your school. Please take 5 minutes to complete this survey. This survey will help us determine the impact of the grant and ways in which the grant could be improved. All of your responses are confidential and are compiled electronically by the Research Services Department for the external evaluator; no individual responses are reported or disclosed.

Directions: Please click on the appropriate answer or fill in the blank for each question.

Questions 1-5: As a result of participating in the 21st CCLC grant activities, the students that regularly take part in the 21st CCLC after-school programs at your school have:

1. Improved their academic performance:

To a great extent To a moderate extent To a slight extent Not at all

1a. What observations/data have led you to this conclusion?

2. Improved their school attendance:

To a great extent To a moderate extent To a slight extent Not at all

2a. What observations/data have led you to this conclusion?

3. Improved their behavior in school:

To a great extent To a moderate extent To a slight extent Not at all

3a. What observations/data have led you to this conclusion?

4. Participated in health, fitness, and/or wellness activities:

To a great extent To a moderate extent To a slight extent Not at all

4a. What observations/data have led you to this conclusion?

5. Participated in academic enrichment activities, aligned to state standards, in non-traditional settings that address the diverse needs of the student body:

To a great extent To a moderate extent To a slight extent Not at all

5a. What observations/data have led you to this conclusion?

Appendix M (continued).

6. Is the 21st CCLC program at your school run by a third-party agency (e.g., YMCA, CSC)?
 Yes No

6a. (if yes) How satisfied have you been with this arrangement?

- Extremely Satisfied
- Very Satisfied
- Satisfied
- Dissatisfied
- Very Dissatisfied
- Extremely Dissatisfied

7. What have been the strengths of the 21st CCLC program provided at your school this year?

8. What have been the weaknesses of the 21st CCLC program provided at your school this year?

9. What else would you like to comment on regarding the 21st CCLC program at your school?

Thank you for completing the 21st Century Community Learning Center (CCLC)
Principal Survey!

Please click FINISH below to submit your responses.

Appendix N
21st Century Community Learning Centers (CCLC)
Parent Survey

Name of Program _____

Name of School or Subsite _____

Parent Survey on After School Program Satisfaction

*For each statement below, please answer the question by circling the number under your answer to the right of each question.
Thank you for completing this important survey.*

How many children do you have in <u>this</u> after school program?-->	Very Satisfied	Satisfied	Not Sure	Unsatisfied	Very Unsatisfied
<input style="width: 40px; height: 20px;" type="text"/>					
How satisfied are you with the following:					
The after school program as a whole	5	4	3	2	1
Overall staff quality	5	4	3	2	1
Staff's warmth and friendliness	5	4	3	2	1
Staff's abilities to relate to youth	5	4	3	2	1
Staff's abilities to relate to parents	5	4	3	2	1
Staff's abilities to serve as a positive role model	5	4	3	2	1
Supplies, toys, and games	5	4	3	2	1
Play equipment	5	4	3	2	1
The variety of activities offered	5	4	3	2	1
The philosophy on activities and management	5	4	3	2	1
Meals and snacks	5	4	3	2	1
Program affordability	5	4	3	2	1
Does your child appear to be happy with the after school program?	5	4	3	2	1
Are you happy with the after school program?	5	4	3	2	1
Has the program helped your child complete homework?	5	4	3	2	1
learn to get along with others?	5	4	3	2	1
learn to appreciate other cultures?	5	4	3	2	1
learn to follow rules?	5	4	3	2	1
Does this program make you feel confident that your child is in a safe and supportive environment?	5	4	3	2	1
Does the after school program enable you to stop worrying about what your child is doing?	5	4	3	2	1

<i>Please also answer the following questions by circling the number of your answer:</i>	Certainly	Likely	Unsure	Unlikely	Definitely Not
Would you recommend this program to other parents?	5	4	3	2	1
Would you sign your child up again for this program if it is offered next year?	5	4	3	2	1

Please return this form to your 21st CCLC Program leader as soon as possible. Thank you.

Appendix N (continued).

Name of Program _____

Name of School or Subsite _____

Parent Survey on Characteristics of Youth Participants

Please respond to the following questions by providing basic background information on your family.

How many children do you have in THIS after school program? _____

Please provide the following information for each child you have in the 21st CCLC after-school program.

	Gender (Boy/Girl)	Age in Years	Grade in School During 2009-2010	Height (feet and inches)	Weight in pounds
1.					
2.					
3.					
4.					
5.					

How would you describe the race of your children in the program? (Circle your response)

American Indian	Asian-Pacific Islander	Black	Hispanic	White	Multiracial or Other
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How many people live in your household?

2	3	4	5	6	7	8	9 or more
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What is your annual household income? (Optional)

Less than \$5,000	\$5,000-\$9,999	\$10,000-\$14,999	\$15,000-\$19,999	\$20,000-\$24,999	\$25,000-\$29,999	\$30,000-\$39,999	\$40,000-\$49,999	\$50,000-\$74,999	\$75,000-\$99,999	\$100,000 or higher
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Does your child(ren) qualify for free or reduced school lunch? (Optional)

YES	NO
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How long have you lived in this community?

Less than one year	1 – 2 years	3 – 5 years	6 – 10 years	11 years or more
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Who would watch your child(ren) after school if they did not attend the 21st CCLC after-school program?

Nobody – Home Alone	Mother / Father	Brother / Sister	Another Relative	Friends or Neighbor	Private Babysitter	Another Organization	Needs Would Not Be Met	Other (Please Specify): _____
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How does your child(ren) usually get HOME FROM the 21st CCLC program site?

By School Bus	Walks/Bikes alone	Walks/Bikes with friends	Walks with teacher/staff	By parents or relatives	By friend or neighbor	Other (Please Specify): _____
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Please return this form to your 21st CCLC Program leader as soon as possible. Thank you.

Appendix O 21st Century Community Learning Centers (CCLC) Student Survey




21st Century Community Learning Centers



PROGRAM NAME: _____

SITE NAME: _____

Student Satisfaction Inventory (2009-2010)

Directions: Please tell us what you think of this after school program. Color in only ONE face for each question.	 Definitely	 Kind of	 Not at all
Do you like the after school program?			
Do you want to attend the after school program next year?			
Did the program help you:			
with your homework?			
with your grades?			
with your reading ability?			
with your mathematics?			
with your arts and music ability?			
with your technology learning?			
with your understanding of career options?			
improve your school attendance?			
learn about other people's cultures?			
improve your ability to set goals?			
understand that you can turn to adults for help?			
increase your pride in your neighborhood?			
understand how to be a good citizen?			
understand that violence is wrong?			
realize that teamwork is important?			
understand the importance of following rules?			
understand the need for respecting others?			
know the importance of respecting yourself?			
understand the importance of being drug free?			
with your computer skills and abilities?			
Did the program improve your:			
skills in playing sports and games?			
creative ability and self expression?			
ability to make friends?			
ability to get along with others?			
ability to solve problems in a positive way?			
willingness to do things for others?			
Did the program give you a safe environment to learn and play?			
Did the program have adults who cared about you?			
Did you enjoy the activities?			
Did you go to neat and fun places?			

Appendix O (continued).

21st Century Community Learning Centers



What would you be doing between 3:00 p.m. and 6:00 p.m. if there wasn't an after school program? (Check all that apply)

- Watching TV
- Playing at home
- Playing outside
- Doing Homework
- Hanging Out at home
- Hanging out at a friend's house
- Hanging out on the street
- Other (please specify): _____

Who would you usually be with between 3:00 p.m. and 6:00 p.m. in the afternoon if you were not in the after school program? (Check all that apply)

- Nobody (Home alone)
- Friend(s)
- Adult neighbors or sitter
- Mother or Father
- Sister or Brother
- Grandmother or Grandfather
- Aunt or Uncle
- Another Relative
- Other (please specify): _____