

**2015-2016 SUMMATIVE EVALUATION
GRANT YEAR 2**

Grant 370-2447B-7CCC2/Deliverable – August 15, 2016

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2015-2016 Summative Evaluation Leon County Schools

1.0 PURPOSES OF EVALUATION

Grant 370-2447B-7CCC2 was implemented from August 2015 to May 2016 at three Title I schools: Bond Elementary School, Oak Ridge Elementary School, and Griffin Middle School. The grant was a partnership among Leon County Schools, United Way of the Big Bend and The Boys and Girls Club.

The purposes of this evaluation are:

1. To provide a summary of the 21st CCLC program components as implemented in Leon County Schools during the 2015-2016 school year, including enrollment, student characteristics, program operations, staff, and sustainability.
2. To provide information about the grant objectives and the progress made in meeting the objectives.
3. To make recommendations for future implementation of the program.

ORGANIZATION OF THE REPORT

This report follows the 2015-2016 Summative Report template requirements provided by the FLDOE. Other findings are inserted to aid in the interpretation of selected components of the evaluation.

2.0 STUDENT CHARACTERISTICS

2.1 Total Student Enrollment and Attendance

- A total of 518 students were served in summer 2015 and school year 2015-2016, as detailed in Table 1.
- Three hundred twenty-seven (327) or 63.13% attended for 30 days or more.
- The average daily attendance (ADA) numbers of the three sites were 90% and above the proposed numbers in the grant. Table 1A provides the ADA percentages by site.

Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2015 and School Year 2015 - 16

Site Name	Total Enrolled Attending (at least one day)				Regularly Participating Enrollment (30 days or more)			
	Summer Only*	School Year Only	Both Summer AND School Year	Total	Summer Only	School Year Only	Both Summer AND School Year	Total
Bond Elem	26	88	46	160	0	66	39	105
Oak Ridge Elem	6	91	39	136	0	78	38	116
Griffin Middle	23	175	24	222	0	91	15	106
TOTAL	55	354	109	518	0	236	92	327

Note. Unduplicated counts shown. Students attending/enrolled in both operation periods are only reported under Summer AND School Year. School Year. Only Summer + Only School Year + Summer AND School Year = Total.

Table 1A. Proposed Enrollment and Average Daily Attendance: 2015-2016

Site Name	Proposed	Average Daily Attendance	% of Proposed
Bond Elem	80	73	91%
Oak Ridge Elem	80	85	106%
Griffin Middle	50	46	92%

2.2 Student Demographics

Table 2 shows that across the three sites:

- For total participating, 256 (49.42%) were female and 262 (50.06%) were male.
- For regularly participating students, 161 (49.24%) were female and 166 (50.76%) were male.
- The grade range for elementary sites was 1-5, and at the middle school level, it was 6-8

Table 2. Student Demographics for Total Participating Students (All Students Served) and Regularly Participating Students.

Site Name	Total Participating Students				Regularly Participating Students			
	Gender			Grade Range	Gender			Grade Range
	Male	Female	DK*		Male	Female	DK*	
Bond Elem	74	86	0	2-5	49	56	0	2-5
Oak Ridge Elem	71	65	0	K-5	58	58	0	K-5
Griffin Middle	117	105	0	6-8	59	47	0	6-8
TOTAL	262	256	0	K-8	166	161	0	K-8

Tables 3 and 4 show that across the three sites:

- Only about 1% of the total participating and regular participating was classified as Limited English Proficient.
- For students Identified with Disability, 54 (10.42%) of the total participating students were classified with a disability and 23 (7.03%) of the regularly participating students were classified with a disability.

Table 3. Population Specifics: Special Needs: Total Participating Students.

Site Name	Limited English Proficient			Identified with Disability			Free or Reduced Price Lunch		
	Yes	No	DK*	Yes	No	DK*	Yes	No	DK*
Bond Elem	0	160	0	12	148	0	143	17	0
Oak Ridge Elem	3	133	0	19	117	0	122	14	0
Griffin Middle	3	219	0	23	199	0	184	38	0
TOTAL	6	512	0	54	464	0	449	69	0

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

Site Name	Limited English Proficient			Identified with Disability			Free or Reduced Price Lunch		
	Yes	No	DK*	Yes	No	DK*	Yes	No	DK*
Bond Elem	0	105	0	9	96	0	91	14	0
Oak Ridge Elem	3	113	0	16	120	0	102	14	0
Griffin Middle	1	105	0	8	98	0	88	18	0
TOTAL	4	323	0	23	294	0	291	46	0

*DK = Don't Know.

Table 5 presents information on the racial/ethnic composition of the students.

- The shows that the largest racial/ethnic group served was Black or African American for total participating at 496 (95.75%) and 312 (95.54%) for regularly participating students.

Table 5. Student Race and Ethnicity: Total and Regularly Participating Students.

Site Name	Total Participating Students						Regularly Participating Students					
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Mixed	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Mixed
Bond Elem			159			1			104			1
Oak Ridge Elem			126	4	5	1			106	4	5	1
Griffin Middle			211	3	3	5			102	1		3
TOTAL			496	7	8	7			312	5	5	5
<i>* Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.</i>												

Tables 6 and 7 detail the grade levels served in the grant.

- At the elementary level, grades 1-5 were served and at the middle school level grades 6-8 were served.
- At the elementary level, grade 5 had the most total participations with 75 (25.34%) and for regularly participating students grade 4 had the most students with 58 (26.24%).
- At the middle school level, grade 6 had the most students for total and regularly participating students with 93 (41.89%) and 37 (34.91%), respectively.

Table 6. Student Grade for Total Participating Students.

Site Name	Grade In School*													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Bond Elem				14	52	43	51							
Oak Ridge Elem		19	14	29	21	29	24							
Griffin Middle								93	67	62				
<i>* Grade levels are exclusive, as students can only be in one grade level. Students should be reported under the grade level they were during the 2015-2016 Academic Year.</i>														

Table 7. Student Grade for Regularly Participating Students.

Site Name	Grade In School*													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Bond Elem				9	31	33	32							
Oak Ridge Elem		18	12	22	19	25	20							
Griffin Middle								37	34	35				

** Grade levels are exclusive, as students can only be in one grade level. Students should be reported under the grade level they were in during the 2015-2016 Academic Year.*

3.0 PROGRAM OPERATIONS

3.1 Summer Operations

All sites were opened for 6 weeks for 4 days a week. The typical number of hours per week at all sites was 24 hours.

Table 8. Summer 2015 Operation.

Site Name	Total number of weeks THIS site was open:	Typical number of days per week THIS site was open:	Typical number of hours per week THIS site was open on:		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS
Bond Elem	6	4	24	0	0
Oak Ridge Elem	6	4	24	0	0
Griffin Middle	6	4	24	0	0

3.2 School Year Operations

The hours of operation during the 2015-2016 school year are detailed in Table 9.

Table 9. School Year 2015-2016 Operation

Site Name	Total # weeks THIS site was open	Total # days THIS site was open	Typical # days per week THIS site was open	Typical # hours per week THIS site was open				Total # days THIS site operated			
				Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends/ Holidays
Bond Elem	38	180	5			20.5				180	
Oak Ridge	38	180	5			20.5				180	
Griffin Middle	38	180	5			14.83				180	

4.0 STAFF CHARACTERISTICS

4.1 Staff Demographics

Tables 10 – 10B provide information about the staff serving the 21st CCLC program.

- All staff was paid out of 21st CCLC funds.
- Across the three sites, the majority of the staff was school-day teachers.
- Staff demographics for Summer 2015 will be entered in the Spring 2016 APR.

Table 10. Regular Staff by Paid and Volunteer: BOND

Staff Type	Summer of 2015		2015-2016 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
Administrators			1	
College Students				
Community Members				
High Schools Students				
Parents				
School Day Teachers			9	
High school students				
Non-Teaching School Staff			5	
Subcontracted Staff				
Other**				

¹For all staff categories except "Other", report only staff paid with 21st CCLC funds.
 * These categories represent the regular responsibilities of program staff during the regular school day.
 ** Use this category if data do not fit in specific categories provided

Table 10A. Regular Staff by Paid and Volunteer Status: OAK RIDGE

Staff Type	Summer of 2015		2015-2016 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
Administrators				
College Students			1	
Community Members				
High Schools Students				
3 Parents				
School Day Teachers			5	
High school students				
Non-Teaching School Staff			1	
Subcontracted Staff				
Other**				

¹For all staff categories except "Other", report only staff paid with 21st CCLC funds.
 * These categories represent the regular responsibilities of program staff during the regular school day.
 ** Use this category if data do not fit in specific categories provided

Table 10B. Regular Staff by Paid and Volunteer Status: GRIFFIN

Staff Type	Summer of 2015		2015-2016 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
Administrators			1	
College Students			3	
Community Members				
High Schools Students				
Parents				
School Day Teachers			5	
High school students				
Non-Teaching School Staff				
Subcontracted Staff				
Other**				

¹For all staff categories except "Other", report only staff paid with 21st CCLC funds.
 * These categories represent the regular responsibilities of program staff during the regular school day.
 ** Use this category if data do not fit in specific categories provided

4.2 Overall Staffing

The staff was composed of 23 females (74.20%) and 8 males (25.81%). The level of education of the staff ranged from Associate Degree to Master’s Degree, as shown below.

Level of Education	No.
Associate Degree	7
Bachelor’s Degree	22
Master’s Degree	2
Other	0

4.3 Student-to-Staff Ratio

The student-to-staff ratio was 10-to-1 at each site.

4.4 Staff Training

Professional development opportunities intended to enhance instruction and program operations were offered to staff on a monthly basis. Training was often embedded during the monthly leadership meetings, which included program administrative issues. The following table includes the training topics as outlined in the *Leon County Schools 21st Century Community Learning Centers Handbook 2015-2016*. Not included in the chart are training offered at the site level. The agenda and sign-in sheets for monthly site-level training were uploaded to the DOE website as deliverables.

Table 11. Staff Training Dates and Topics

Training Date	Topic Time: 3:30 – 5:30 p.m.
August 27, 2015	Creating Lesson Plans
September 17, 2015	Building Relationships with Community Partners
October 22, 2015	Differentiated Instruction
November 19, 2015	Behavior Management
December 10, 2015	Creating an Active Learning Environment
January 4, 2016	Youth Development
February 18, 2016	Using Data to Drive Instruction
March 17, 2016	Engaging Parents
April 21, 2016	Effective Leadership
May 19, 2016	Team Building

4.4 Staff Turnover

No staff member left the program and replaced with another staff member doing the same job.

4.5 Certified Teachers

All teachers in the program are certified in Leon County Schools. All teachers are regular classroom teachers at Title I school.

5.0 OBJECTIVES AND OUTCOMES

5.1 Objectives and Activities

The majority of activities are embedded in PBL components. These activities typically are 90-minute sessions, 5 days a week. Tutoring and homework assistance sessions normally last from 25-30 minutes, 4 or 5 days a week. Parental involvement events were held at least 6 times throughout the year for about an hour per session. The chart below lists the activities for each objective.

Table 12. Objectives and Activities

Section Grade	Objective	Activities
5.3.1 E	50% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	ACADEMIC ENRICHMENT Overall, the academic enrichment activities that align with the objective 5.3.1 to 5.3.12 are embedded in PBL projects. <ul style="list-style-type: none"> • Activities that reinforce the school-day curriculum and master of the Florida standards. • Tutors that help students with homework and other class work. • Additional supplemental activities (e.g. SRA materials, Scholastic readers, FSU Magnetic Lab, GO Math, Get Connected, PeaceJam) • UWBB Reading PALS • AmeriCorps & other volunteers
5.3.2 E	50% or regularly participating students will improve to a satisfactory or above on English/Language Arts, or maintain an above satisfactory level.	
5.3.3 M	50% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	
5.3.4 M	70% or regularly participating students will improve to a satisfactory or above on English/Language Arts, or maintain an above satisfactory level.	
5.3.5 E	50% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year.	
5.3.6 E	70% or regularly participating students will improve to a satisfactory or above on Mathematics or maintain an above satisfactory level.	
5.3.7 M	50% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year.	

Objectives and Activities (con't.)

Section Grade	Objective	Activities
5.3.8 M	70% of regularly participating students will improve to a satisfactory or above on Mathematics or maintain an above satisfactory level.	
5.3.9 E	75% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year.	
5.3.10 E	70% of regularly participating students will improve to a satisfactory or above on science or maintain an above satisfactory level.	
5.3.11 M	75% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year.	
5.3.12 M	70% of regularly participating students will improve to a satisfactory or above on science or maintain an above satisfactory level.	
5.3.13 E	70% of participating students will improve their classroom behavior as measured by report card grades.	<ul style="list-style-type: none"> • PBL activities that support problem-solving, teamwork, and character education • Mentoring to support character education • Service Learning that promotes students to encourage students to be productive citizens
5.3.13 M	70% of participating students will improve their classroom behavior as measured by report card grades.	
5.3.14 E	80% of participating students will improve their fitness as measured by pre-post assessment.	<ul style="list-style-type: none"> • PBL activities that infuse health education (e.g., healthy lifestyles, obesity awareness, drug and violence prevention, nutrition).
5.3.15 M	80% of participating students will improve their fitness as measured by pre-post assessment.	
5.3.16 M	70% of participating student will increase their social interactions as measured by rating scales.	<ul style="list-style-type: none"> • PBL activities that support develop of 21st Century skills of communication, teamwork, problem solving. • Issues related to drug and violence prevention and truancy
5.3.17 E	70% of participating family members will increase their literacy skills as measured by perpetual survey (parent).	<ul style="list-style-type: none"> • Monthly (6) workshops based on parental preferences (e.g., Nutrition, Financial Planning, Credit Repair, Helping Child with Schoolwork at Home)
5.3.18 M	70% of participating family members will increase their literacy skills as measured by perpetual survey (parent).	

5.2 (Data Collection Methods) which includes sections 5.2.1 to 5.2.5 (Measures and Data

Collected, Data Collection Timeline, Continuous Assessment, Data Quality and Student Inclusion) is contained in Appendix A because of margin restrictions of the main text.

5.3 Data Analysis and Results: Progress Toward and Achievement of Objectives

The objectives and statistical analysis used to measure each objective are detailed in the chart below. . Also included are the total assessed, number that met the benchmark for each objective and the results. For the most part, to process the data for each objective, data were entered into EXCEL spreadsheets and imported to SPSS or pivot tables were run in EXCEL to generate frequencies and other tabulations.

Table 13. 5.3 Data Analysis and Results

Section Grade	Objective	Statistical Analysis	Total Assessed	# Meeting Standard	Results
5.3.1 E	50% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	Compare 1st and 4th quarter grades.	212	111	52%
5.3.2 E	50% or regularly participating students will improve to a satisfactory or above on English/Language Arts, or maintain an above satisfactory level.	Compare 1st and 4th quarter grades.	106	39	37%
5.3.3 M	50% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	Compare 2016 and 2015 performance levels.	84	56	67%
5.3.4 M	70% or regularly participating students will improve to a satisfactory or above on English/Language Arts, or maintain an above satisfactory level.	Compare 2016 and 2015 performance levels.	73	16	22%
5.3.5 E	50% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year.	Compare 1st and 4th quarter grades.	221	169	76%
5.3.6 E	70% or regularly participating students will improve to a satisfactory or above on Mathematics or maintain an above satisfactory level.	Compare 2016 and 2015 performance levels.	92	53	58%
5.3.7 M	50% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year.	Compare 1st and 4th quarter grades.	77	36	47%

5.3.8 M	70% or regularly participating students will improve to a satisfactory or above on Mathematics or maintain an above satisfactory level.	Compare 2016 and 2015 performance levels.	70	23	33%
5.3.9 E	75% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year.	Compare 1st and 4th quarter grades.	169	137	81%
5.3.10 E	70% or regularly participating students will improve to a satisfactory or above on science or maintain an above satisfactory level.	Only 5th graders take FCAT science; no 2015 science scores available.			
5.3.11 M	75% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year.	Compare 1st and 4th quarter grades.	75	39	52%
5.3.12 M	70% or regularly participating students will improve to a satisfactory or above on science or maintain an above satisfactory level.	Only 8th graders take FCAT science; no 2015 science scores available.			
5.3.13 E	70% of participating students will improve their classroom behavior as measured by report card grades.	Compare 1st and 4th quarter notes - Behavior or Citizenship	239	193	81%
5.3.13 M	70% of participating students will improve their classroom behavior as measured by report card grades.	Compare 1st and 4th quarter notes - Behavior or Citizenship	77	73	95%
5.3.14 E	80% of participating students will improve their fitness as measured by pre-post assessment.	Compare 1st and 3rd BMI scores.	95	49	52%
5.3.15 M	80% of participating students will improve their fitness as measured by pre-post assessment.	Compare 1st and 4th quarter notes - Behavior or Citizenship	21	11	52%
5.3.16 M	70% of participating student will increase their social interactions as measured by rating scales.	Compare 1st and 3rd average ratings	58	46	79%
5.3.17 E	70% of participating family members will increase their literacy skills as measured by perpetual survey (parent).	Compare 1st and final ratings	17	17	100%
5.3.18 M	70% of participating family members will increase their literacy skills as measured by perpetual survey (parent).	Compare 1st and final ratings	7	7	100%

5.4 Other Findings

In this section, the FLDOE survey data and some achievement data are used to address these questions:

1. **What impact does the program have on students' behavior and achievement, as measured by the FLDOE Student, Parent and Teacher Surveys?**
2. **How do the results of the grant compare to the Government Performance and Results Act (GPRA) indicators associated with the 21st CCLC programs?**

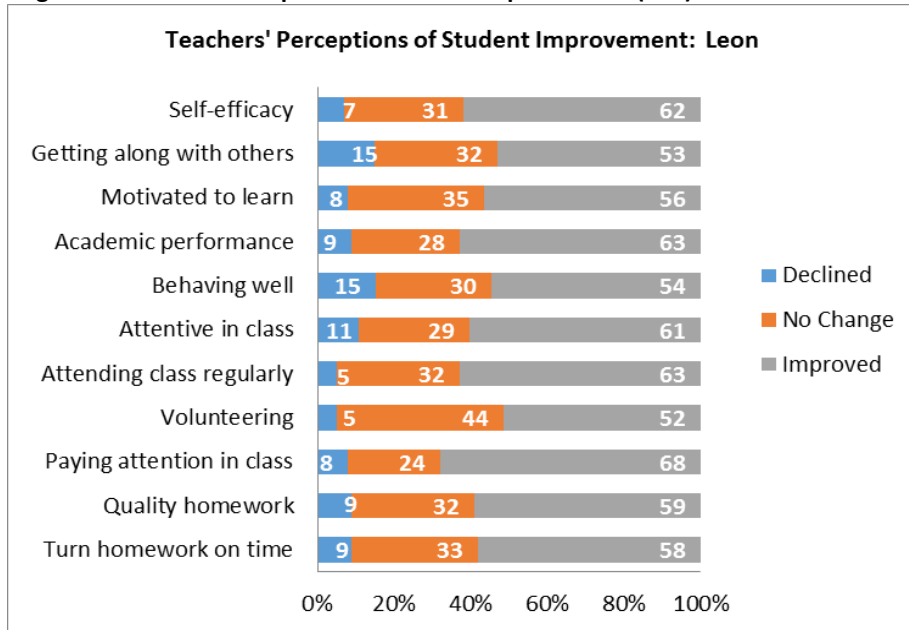
What impact does the program have on students' behavior and achievement, as measured by the FLDOE Student, Parent and Teacher Surveys?

Teachers

Teachers were asked to rate students' improvement on several behavior and performance issues on a scale of 1 to 3. An additional scale of "4" was used to indicate if no change was needed. Figure 1 shows the results of teachers' perceptions. One hundred and ninety-five (195) responded to the survey.

- All items received at least a 50% improvement rating with the highest being *Paying Attention in Class* at 68%.
- The lowest rating was for *Volunteering* at 52%.

Figure 1. Teacher Perceptions of Student Improvement (195)



Parents

Parents were asked to give their perceptions of the 21st CCLC program and of their child’s improvement since participating in the program on a scale of 1 = Very satisfied to 5 = Very unsatisfied. An additional “6” was included for “Not Applicable.” One hundred and forty-eight (148) parents responded.

- Figure 2 illustrates that all items received high satisfactory ratings ranging from 90 to 97%.
- Table 14 presents additional information about parents’ perceptions of the program.

Figure 2. Parents’ Perceptions of Their Child’s Improvement (148)

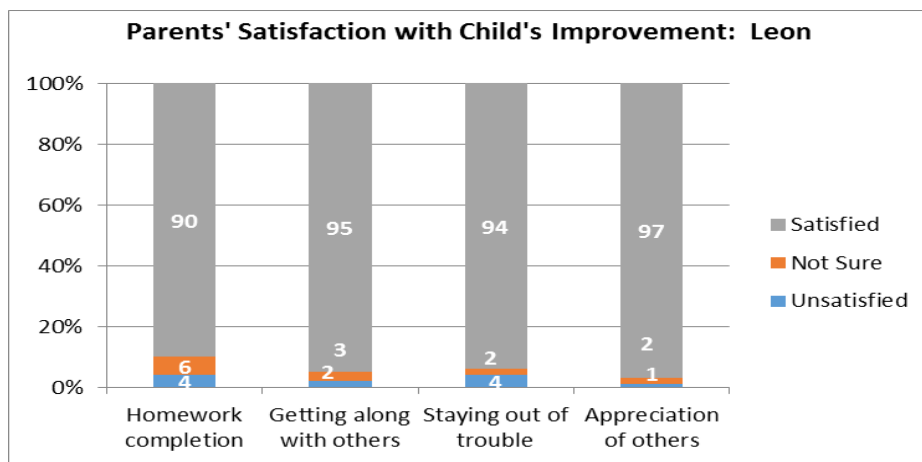


Table 13. Percent of Parents’ Satisfaction with Program Components (148)

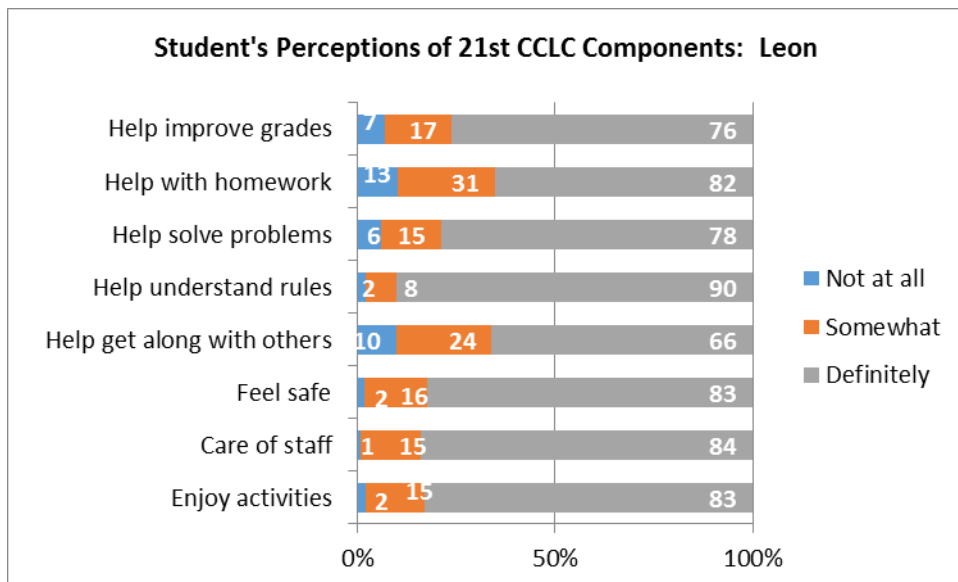
Satisfaction with:	Satisfied %	Not Sure %	Unsatisfied %
Program as a whole	98	2	0
Staff warmth	99	1	0
Staff work with child	98	1	1
Staff relation to parent	98	1	0
Variety of activities	96	4	0
Meals and snacks	95	3	1
Safety	98	1	1
Reaching out to parent	98	2	1
Child’s happiness	95	3	1
Helping parent be more involved	97	1	2

Students

Students (255) were asked to indicate their perceptions of program components on a 3-point scale from “Definitely” to “Not at all.” Figure 3 details the results for each item.

- The highest rated item at 90% was *related Help Understand Rules*.
- The lowest rated was *Help Get Along with Others* at 66%.

Figure 3. Students’ Perceptions of Program Components (255)



How do the results of the grant compare to the Government Performance and Results Act (GPRA) indicators associated with the 21st CCLC programs?

The Government Performance and Results Act (GPRA) include performance indicators associated with the 21st CCLC program. The measurements assist the federal government evaluate the success and progress of the 21st CCLC programs. The measurements include student enrollment, program operations and student improvement in academic and behavior.

<http://www2.ed.gov/programs/21stcclc/performance.html>

Table 15 lists the most recent academic and behavior GPRA indicators from 2013-2014 and the results from the current grant. The GPRA values are presented as a frame of reference for interpreting the second-year results.

- For all indicators, the Leon results exceed the GPRA values. Table 16 details the results.

Table 15. GPRA and Leon Comparison

GPRA Measures	USDOE	LEON
% of elementary 21st CCLC regular program participants whose mathematics grades improved from fall to spring.	36.70%	76%
% of middle school 21st CCLC regular program participants whose mathematics grades improved from fall to spring.	36.90%	47%
% of elementary 21st CCLC regular program participants whose English grades improved from fall to spring.	36.70%	52%
% of middle school 21st CCLC regular program participants whose English grades improved from fall to spring.	36.50%	67%
% of elementary 21st CCLC regular program participants who improve from not proficient to proficient or above in reading on state assessments.	5.40%	37%
% of middle school 21st CCLC regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	12.60%	47%

% of elementary 21st CCLC regular program participants with teacher-reported improvement in homework completion (HC) and class participation (CP).	HC = 49.8% CP = 49.4%	HC = 54% CP = 60%
% of middle and high school 21st CCLC regular program participants with teacher-reported improvement in homework completion (HC) and class participation (CP).	HC = 49.4% CP = 48.1%	HC = 58% CP = 78%
% of elementary 21st CCLC participants with teacher-reported improvements in student behavior.	37.20%	52%
% of middle and high school 21st CCLC participants with teacher-reported improvements in student behavior.	35.30%	62%

5.5 Student Success Snapshot

This snapshot was submitted by one of the Coordinators in the grant.

This student entered the program as a sixth grader. On his first day in the program, I noticed the he sat alone and read a book, not paying attention to any of the other students. He seemed very nervous being around the older students, having transitioned from elementary school to middle school.

When asked to introduce himself, he refused to speak. When he finally spoke it was barely above a whisper, but we never forced him to speak because he seemed so shy and timid.

During the first months, he reluctantly participated in group activities. Through PBL teamwork activities he slowly interacted more with his peers and the staff. He also had a mentor that worked with him on a one-to-one basis. I noticed that eventually he would talk to the other students and occasionally, even gave staff members a hug. It was a joy to see him transition from an isolated shy student to an outgoing young man.

The enrichment activities, coupled with the patience and understanding of the staff, helped this student become more confident and outgoing. His teachers, also, have commented on how much the student changed from being a shy, timid student to being more self-assured and willing to

participate in group activities.

5.6 Overall Findings for Each Objective

The status of each objective by grade level is listed the FLDOE scale below.

Stars Achieved	Objective Status
5	Meets or exceeds benchmark
4	Approaching benchmark
3	Meaningful progress
2	Some progress
1	Limited progress

- At the elementary level, 5 of 8 (62.50%) objectives received “5 Star” ratings.
- At the middle school level, 4 of 9 (44.44%) of the objectives received a “5 Star” rating.
- The chart below details the results of each objective.

Table 16. 5.3 Data Analysis and Results

Gr	Objective	Total Assessed	# Meeting Standard	Results	Rating
E	50% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	212	111	52%	5
E	50% or regularly participating students will improve to a satisfactory or above on English/Language Arts, or maintain an above satisfactory level.	106	39	37%	3
M	50% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	84	56	67%	5
M	50% or regularly participating students will improve to a satisfactory or above on English/Language Arts, or maintain an above satisfactory level.	73	16	22%	1
E	50% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year.	221	169	76%	5
E	50% or regularly participating students will improve to a satisfactory or above on Mathematics or maintain an above satisfactory level.	92	53	58%	5

M	50% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year.	77	36	47%	4
M	50% or regularly participating students will improve to a satisfactory or above on Mathematics or maintain an above satisfactory level.	70	23	33%	2
E	75% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year.	169	137	81%	5
E	50% or regularly participating students will improve to a satisfactory or above on science or maintain an above satisfactory level.	2015 FCAT science scores not available for 5 th graders.			
M	75% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year.	75	39	52%	3
M	50% or regularly participating students will improve to a satisfactory or above on science or maintain an above satisfactory level.	2015 FCAT science scores not available for 8 th graders.			
E	70% of participating students will improve their classroom behavior as measured by report card grades.	239	193	81%	5
M	70% of participating students will improve their classroom behavior as measured by report card grades.	77	73	95%	5
E	80% of participating students will improve their fitness as measured by pre-post assessment.	95	49	52%	2
M	80% of participating students will improve their fitness as measured by pre-post assessment.	21	11	52%	2
M	70% of participating student will increase their social interactions as measured by rating scales.	58	46	79%	5
E	70% of participating family members will increase their literacy skills as measured by perpetual survey (parent).	17	17	100%	5
M	70% of participating family members will increase their literacy skills as measured by perpetual survey (parent).	7	7	100%	5

Comparison of selected 2014-2015 and 2015-2016 results

Table 17 shows the 2015 and 2016 ratings using the FLDOE rating system.

- Note that FSA objectives are not included because ratings for 2015 were not available.
- In 5 of the 6 objectives, the ratings remained at “5” or increased to a higher level.
- The one case that declined was for middle school science grades, which went from a “5” in 2015 to a “3” in 2016.

Table 17. Objectives: 2015 and 2016 Rating

Gr	Objective	2016 Rating	2015 Rating
E	50% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	5	5
M	50% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	5	3
E	50% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year.	5	5
M	50% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year.	4	3
E	75% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year.	5	5
M	75% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year.	3	5

6.0 PROGRESS TOWARD SUSTAINABILITY

Table 15 lists the 24 partners and subcontractors for the 2015-2016 school year. This is eleven more than 2014-2015 when 13 partners/subcontractors were recorded. The contribution of each is detailed in Table 16.

6.1 Partners

Table 18. Partnerships and Sub-Contracts

Agency Name	Type of Organization	Sub-Contract or (Yes/No)	Estimated Value (\$) of Contributions	Estimated Value (\$) of Sub-contract	Type of Service Provided
Oasis Center for Women and Girls	CBO	No	\$1,500	--	Volunteers, Programming
MLG Productions	FPO	Yes		\$2,300	Paid staffing
Character Center	CBO	No	\$500		Programming
Boys Scouts	NPOO	No	\$500		Programming
James McGivern Building Computers	FPO	Yes		\$1,300	Paid Staffing
Ageless Fitness	FPO	Yes		\$3,100	Paid Staffing
MoLab	CBO	Yes		\$1,500	Paid Staffing
Tallahassee STEM Gym	CBO	Yes		\$1,600	Paid Staffing
IOTA	CBO	Yes		\$3,000	Paid Staffing
TCC Take Stock Program	CBO	No	\$500		Volunteer
Middle School Explorer Club	CBO	No	\$500		Volunteer
Revolutionary Express	FPO	Yes		\$720	Paid Staffing, Programming
100 Black Men	NPOO	Yes		\$950	Paid Staffing
Peace Jam	NPOOU	No	\$1,500	--	Volunteers, Programming
Community Helpers for Children and Youth	CBO	No	\$500		Volunteers
Social Studies Dept.	OTH	No	\$500		Volunteer
Science Dept.	OTH	No	\$500		Volunteer
Reading and Language Arts Dept.	OTH	No	\$500		Volunteer

Agency Name	Type of Organization	Sub-Contract or (Yes/No)	Estimated Value (\$) of Contributions	Estimated Value (\$) of Sub-contract	Type of Service Provided
Big Brothers Big Sisters	CBO	No	\$1,000	--	Volunteers
YMCA	NPOO	No	\$975		Paid Staffing
Tallahassee Super Squad	FPO	Yes		\$2,500	
Bond Elementary School	SD	No	\$5,000	--	Materials, facilities
Oak Ridge Elementary School	SD	No	\$5,000	--	Materials, facilities
Griffin Middle School	SD	No	\$5,000	--	Materials, facilities

6.2 New Partners

In 2014-2015, 13 partners/subcontractors were reported. The current partner list has 11 more partners, which is a 45.58% increase.

6.3 Partner Contributions

Major contributions were recorded for paid staffing and volunteers. Schools contributed materials and facilities. See Table 15.

7.0 LESSONS LEARNED AND RECOMMENDATIONS

There are some highlights and concerns that are presented below as Lessons Learned.

Lessons Learned

1. The 21st CCLC programs can deliver multiple programs and produce positive results in academics, behavior and personal/social areas.

2. The discrepancy in performance of grade improvement and the state assessment (FSA) raises some questions about program activities aligned with FSA and outcomes. Failure to align activities with outcomes will make achieving the desired outcomes extremely difficult.
3. The majority of staff members are regular classroom teachers. This is a strong quality of the grant because these teachers provide a natural alignment with the regular school curriculum. A sampling of the notes between program staff and school staff indicates that communication is about substantive issues related to academics and much less about attendance and behavior.
4. The use of FSA proficiency levels as the metric to measure improvement in FSA may need to be supplemented with other scores. Scale scores, for example, have smaller intervals and could capture changes that proficiency levels would not.
5. The evaluation plan should be shared with all program staff. The relationship of each evaluation instrument to the grant's objective should be explained to all program staff.
6. Small sample sizes for the enrichment activities make the results difficult to interpret. To avoid low rates of return of data collection instruments, a tracking system should be developed.

Recommendations

The recommendations are offered to help 21st CCLC staff continue to provide programs that have a positive impact on student performance. It should be noted that the program was in operation for only five (5) months and that the program’s structure and organization will evolve over the 5-year span of the grant.

Table 19. Findings and Recommendations

Findings	Recommendations																
<p>ATTENDANCE</p> <ul style="list-style-type: none"> All sites reached their ADA level of at least 90% proposed in the grant. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="background-color: yellow;">73ite</th> <th style="background-color: yellow;">Proposed</th> <th style="background-color: yellow;">ADA</th> <th style="background-color: yellow;">%</th> </tr> </thead> <tbody> <tr> <td>Bond</td> <td>80</td> <td>73</td> <td>91%</td> </tr> <tr> <td>Oak Ridge</td> <td>80</td> <td>85</td> <td>106%</td> </tr> <tr> <td>Griffin</td> <td>50</td> <td>46</td> <td>92%</td> </tr> </tbody> </table>	73ite	Proposed	ADA	%	Bond	80	73	91%	Oak Ridge	80	85	106%	Griffin	50	46	92%	<ul style="list-style-type: none"> 100% should be the expectation for all programs with 85% being the threshold level.
73ite	Proposed	ADA	%														
Bond	80	73	91%														
Oak Ridge	80	85	106%														
Griffin	50	46	92%														
<p>OBJECTIVES</p> <ul style="list-style-type: none"> Overall, most of the objectives that were not met related to improving FSA proficiency levels or maintaining high proficiency levels. The non-academic objectives, general, have low matching cases; therefore, gain scores must be interpreted with caution or should be interpreted using other supporting evidence. 	<ul style="list-style-type: none"> Consult with the regular school day teacher to ensure that overall the after school activities support the school day efforts. Meet with school staff to align after school activities to FSA content. Continue to monitor the reading and math performance every 9-week period. 																
<p>SUSTAINABILITY</p> <ul style="list-style-type: none"> In-kind contributions from the individual sites (materials and facilities) account for the most of the estimated dollar value of the partners. 	<ul style="list-style-type: none"> Make sure that all sites are aware of the sustainability issues as the grant develops. Continue conducting public awareness events to encourage support for the program. 																

Findings	Recommendations
<p>DATA COLLECTION</p> <ul style="list-style-type: none"> The rates of return for some of the objectives are very low. For example, parent involvement workshops have good attendance rates, but low evaluation data. 	<ul style="list-style-type: none"> Provide training on the overall evaluation plan for the 2016-2017 school year. Make sure that all sites understand the relationship of data collection and grant objectives and that timelines are important. Develop a tool to track the completion of data collection requirements.
<p>OTHER FINDINGS</p> <ul style="list-style-type: none"> Teachers reported that at least 50% of the students had improved in academic and behavioral indicators high ratings for student academics and behavior (e.g., Improved academics [63%], Behaving in class [54%]). Parents give high ratings to program components and their child's improvement. (e.g., Homework completion [90%], Staying out of trouble [94%]). Students show mixed ratings. (e.g., Help with homework [82%], Help improve grades [76%]). 	<ul style="list-style-type: none"> Continue to provide high quality programs and activities. Monitor program and student progress regularly. Communicate regularly with school-day staff to ensure that the program supports the school's efforts.

8.0 SUMMARY

The 21st CCLC program provided a safe environment in which students received extended learning opportunities to support and complement their regular school day instruction. Over the 5-month period of the grant's operation, 518 students were provided services in core academic areas (reading, math, science) and enrichment activities (e.g., health/nutrition, sports, arts) with 267 attending for 30 days or more. Attendance rates have been maintained at a high level for most of the school year. As noted in a study by Learning Points Associates (2010), regular attendance is key. Students who participate regularly showed more improvement in areas such as grades, homework completion, and class participation than their non-program cohorts.

Overall, the data gathered from report card grades and surveys indicate that students are making improvements in academics and behavior. At the elementary level, 62.5% of the objectives were met and at

the middle school level, 44.44% of the objectives were met. The most convincing evidence comes from teacher, parent and student surveys. Teachers reported that 50% or more improved in homework completion, class participation, academic performance, and classroom behavior. Parents reported high ratings for their child's improvement since enrolling in the program. They offered these ratings: *Homework completion* (90%), *Getting along with others* (95%), *Staying out of trouble* (94%), and *Appreciation of different cultures* (97%). Students gave high marks for academics. For example, *Help with homework* received a 82% rating and *Help with grades* received a 76% rating.

Taken together, the evidence suggests that this 21st CCLC program, although in operation for only five months, contributed to helping low-performing students in high-poverty zones in Leon County to become more successful academically and behaviorally. To corroborate the current evaluation results, future studies should include comparison groups so that the effects of 21st CCLC programs can be examined in more detail and trend results should be analyzed over the 5-year span of the grant.

5.1 Objective Assessment

APPENDIX A

LEON

		5.2.1	5.2.2	5.2.3	5.2.4	5.2.5
	Objective	Measures and Data Collected	Data Collection Timeline	Continuous Assessment	Data Quality 1 = Good; 2 = Need improvement	Student Inclusion
E	50% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	Report card grades - grades, ratings	Every 9-week period	2nd and 3rd grading period notes	1 - Data obtained from district's Technology Dept.	All participating students
E	50% or regularly participating students will improve to a satisfactory or above on English/Language Arts, or maintain an above satisfactory level.	Report card grades - grades, ratings	Every 9-week period	2nd and 3rd grading period notes	1 - Data obtained from district's Technology Dept.	All participating students
M	50% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	FSA Performance level	Fall 2015 and Spring 2016	Report card grades used to identify students' strengths and weaknesses. (FSA is a pre/post model.)	1 - Data obtained from district's Technology Dept.	All participating students
M	70% or regularly participating students will improve to a satisfactory or above on English/Language Arts, or maintain an above satisfactory level.	FSA Performance level	Fall 2015 and Spring 2016	Report card grades used to identify students' strengths and weaknesses. (FSA is a pre/post model.)	1 - Data obtained from district's Technology Dept.	All participating students
E	50% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year.	Report card grades - grades, ratings	Every 9-week period	2nd and 3rd grading period notes	1 - Data obtained from district's Technology Dept.	All participating students

E	70% or regularly participating students will improve to a satisfactory or above on Mathematics or maintain an above satisfactory level.	FSA Performance level	Fall 2015 and Spring 2016	Report card grades used to identify students' strengths and weaknesses. (FSA is a pre/post model.)	1 = Data obtained from district's Technology Dept.	All participating students
M	50% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year.	Report card grades - grades, ratings	Every 9-week period	2nd and 3rd grading period notes	1 - Data obtained from district's Technology Dept.	All participating students
M	70% or regularly participating students will improve to a satisfactory or above on Mathematics or maintain an above satisfactory level.	FSA Performance level	Fall 2015 and Spring 2016	Report card grades used to identify students' strengths and weaknesses. (FSA is a pre/post model.)	1 - Data obtained from district's Technology Dept.	All participating students
E	75% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year.	Report card grades - grades, ratings	Every 9-week period	2nd and 3rd grading period notes	1 - Data obtained from district's Technology Dept.	All participating students
E	70% or regularly participating students will improve to a satisfactory or above on science or maintain an above satisfactory level.	FSA Performance level	Fall 2015 and Spring 2016	Report card grades used to identify students' strengths and weaknesses. (FSA is a pre/post model.)	1 - Data obtained from district's Technology Dept.	All participating students
M	75% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year.	Report card grades - grades, ratings	Every 9-week period	2nd and 3rd grading period notes	1 - Data obtained from district's Technology Dept.	All participating students
M	70% or regularly participating students will improve to a satisfactory or above on science or maintain an above satisfactory level.	FCAT Performance level	Spring 2016	FCAT science only administered at grades 5 and 8; therefore, a pre-post model is not appropriate.	1 - Available data obtained from district's Technology Dept.	All participating students

E	70% of participating students will improve their classroom behavior as measured by report card grades.	Report card ratings - Behavior or Citizenship	Every 9-week period	2nd and 3rd grading period notes	1 - Data obtained from district's Technology Dept.	All participating students
M	70% of participating students will improve their classroom behavior as measured by report card grades.	Report card ratings - Behavior or Citizenship	Every 9-week period	2nd and 3rd grading period notes	1 - Data obtained from district's Technology Dept.	All participating students
E	80% of participating students will improve their fitness as measured by pre-post assessment.	BMI measurements - BMI	3x a year	1st and 2nd BMI measurement	2 - only a small amount of data is matched across the 3 measurements.	All participating students
M	80% of participating students will improve their fitness as measured by pre-post assessment.	BMI measurements - BMI	3x a year	1st and 2nd BMI measurement	2 - only a small number of cases are matching cases across the 3 measurements.	All participating students
M	70% of participating student will increase their social interactions as measured by rating scales.	Rating scale for social interactions	3x a year	1st and 2nd measurements	2 - only a small number of cases are matching cases across the 3 measurements.	All participating students
E	70% of participating family members will increase their literacy skills as measured by perpetual survey (parent).	Training survey	Multiple measurements - 1st and final used to measure objective	1st and 2nd measurements	2 - only a small number of cases are matching cases across the 3 measurements.	Participating family members
M	70% of participating family members will increase their literacy skills as measured by perpetual survey (parent).	Training survey	Multiple measurements - 1st and final used to measure objective	1st and 2nd measurements	2 - only a small number of cases are matching cases across the 3 measurements.	Participating family members

**2015-2016 SUMMATIVE EVALUATION
GRANT YEAR 1**

Grant 370-2447B-7CCC4/Deliverable – August 15, 2016

Prepared by Gail S. Ogawa, Ph.D.
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2015-2016 Summative Evaluation Leon County Schools

PURPOSES OF EVALUATION

Grant 370-2447B-7CCC4 was implemented from August 2015 to May 2016 at two Title I secondary schools: Fairview Middle School and Rickards High School. The grant was a partnership among Leon County Schools, United Way of the Big Bend and The Boys and Girls Club and served 360 students in its first year of implementation.

The purposes of this evaluation are:

1. To provide a summary of the 21st CCLC program components as implemented in Leon County Schools during the 2015-2016 school year, including enrollment, student characteristics, program operations, staff, and sustainability.
2. To provide information about the grant objectives and the progress made in meeting the objectives.
3. To make recommendations for future implementation of the program.

ORGANIZATION OF THE REPORT

This report follows the 2015-2016 Summative Report template requirements provided by the FLDOE. Other findings are inserted to aid in the interpretation of selected components of the evaluation.

1.0 STUDENT ENROLLMENT AND ATTENDANCE

- A total of 340 students were served in 2015-2016, as detailed in Table 1.
- One hundred ninety-seven (197) or 57.94% attended for 30 days or more.
- The average daily attendance (ADA) figures at the two sites were: Fairview (76%) and Rickards (63%). Table 1A provides the ADA percentages by site.

Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2015 and School Year 2015 -2016.

Site Name	Total Enrolled Attending (at least one day)				Regularly Participating Enrollment (30 days or more)			
	Summer Only*	School Year Only	Both Summer AND School Year	Total	Summer Only*	School Year Only	Both Summer AND School Year	Total
Fairview Middle	--	124	0	124	--	93	0	93
Rickards High	--	216	0	216	--	104	0	104

Note. Unduplicated counts shown. Students attending/enrolled in both operation periods are only reported under Summer AND School Year. * Summer session was not offered in 2015

Table 1A. Proposed Enrollment and Average Daily Attendance: 2015-2016

Site Name	Proposed	Average Daily Attendance	% of Proposed
Fairview Middle	65	50	76%
Rickards High	100	63	63%

2.0 STUDENT AND FAMILY DEMOGRAPHICS

Table 2 shows that across the two sites:

- For total participating, the percentages of male and females were about the same at 49.71% and 50.29%, respectively.
- For regularly participating students, 51.78% were male and 48.22% were female.
- The grade range for Fairview Middle was 6-7, and at Rickards High, it was 9-12

Table 2. Student Demographics for Total Participating Students (All Students Served) and Regularly Participating Students.

Site Name	Total Participating Students				Regularly Participating Students			
	Gender			Grade Range	Gender			Grade Range
	Male	Female	DK*		Male	Female	DK*	
Fairview Middle	75	49	0	6-7	54	39	0	6-7
Rickards High	94	122	0	9-12	48	56	0	9-12

Tables 3 and 4 show that across the two sites:

- Less than 1% of the total participating and regularly participating students were classified as Limited English Proficient.
- Thirty-seven (37) of the total participating were identified with Disability at 10.88%.
- For regularly participating students, 20 (10.15%) were identified with Disability.

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

Site Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
Fairview Middle	1	123	0	19	105	0
Rickards High	0	216	0	18	198	0

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

Site Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
Fairview Middle	1	92	0	15	78	0
Rickards High	0	104	0	5	99	0

*DK = Don't Know.

- Table 5 shows that the largest racial/ethnic group served was Black or African American for total participating at 93.24% (317) and 93.40% (184) for regularly participating students.

Table 5. Student Race and Ethnicity: Total and Regularly Participating Students.

Site Name	Total Participating Students						Regularly Participating Students					
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Mixed	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Mixed
Fairview Middle		1	111	6	6			1	84	3	5	
Rickards High		1	206	1	4	4			100	1		3

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

Tables 6 and 7 detail the grade levels served in the grant.

- For both total participating and regularly participating students, the largest number served at the middle school level was grade 6 and at the high school level, it was the 9th grade level.

Table 6. Student Grade for Total Participating Students.

Site Name	Grade In School*													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Fairview Middle								73	27	24				
Rickards High											89	60	42	25

** 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.*

Table 7. Student Grade for Regularly Participating Students.

Site Name	Grade In School*													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Fairview Middle								60	19	14				
Rickards High											51	33	14	6

** 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.*

- Tables 8 and 9 show the Free/Reduced Lunch status of the total served 241 (71.18%) and the regularly participating students 131 (66.50%).

Table 8. Free/Reduced Lunch Status of Total Participating Students.

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK
Fairview Middle	89	35	0
Rickards	153	63	0

Table 9. Free/Reduced Lunch Status of Regularly Participating Students.

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK
Fairview Middle	64	29	0
Rickards High	67	37	0

3.0 PROGRAM OPERATIONS

All sites were opened for 38 weeks for 5 days a week. The typical number of hours per week at all sites was 12.42 hours. See Table 11.

Table 10. Summer 2014 Operation. (No summer session held in 2015)

Site Name	Total number of <u>weeks</u> THIS site was open:	Typical number of <u>days per week</u> THIS site was open:	Typical number of <u>hours per week</u> THIS site was open on:		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS

Table 11. School Year 2015-2016 Operation.

Site Name	Total # <u>weeks</u> THIS site was open	Total # <u>days</u> THIS site was open	Typical # <u>days per week</u> THIS site was open	Typical # <u>hours per week</u> THIS site was open				Total # <u>days</u> THIS site operated				
				Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends / Holidays	
Fairview	38	180	5			12.42			180			
Rickards High	38	180	5			12.42			180			

4.0 STAFF CHARACTERISTICS

Tables 12 – 12A provide information about the staff serving the 21^s CCLC program.

- All staff was paid out of 21st CCLC funds.
- Across the two sites, the majority of the staff were school-day teachers.

Table 12. Regular Staff by Paid and Volunteer Status FAIRVIEW MIDDLE

Staff Type	Summer of 2015		2015-2016 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
Administrators			1	
College Students				
Community Members				
High Schools Students				
Parents				
School Day Teachers			5	
High school students				
Non-Teaching School Staff			2	
Subcontracted Staff				
Other**			1	

¹For all staff categories except "Other", report only staff paid with 21st CCLC funds.
 * These categories represent the regular responsibilities of program staff during the regular school day.
 ** Use this category if data do not fit in specific categories provided

Table 12A. Regular Staff by Paid and Volunteer Status RICKARDS HIGH

Staff Type	Summer of 2015		2015-2016 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
Administrators			1	
College Students				
Community Members				
High Schools Students			1	
Parents				
School Day Teachers			5	
High school students				
Non-Teaching School Staff			3	
Subcontracted Staff				
Other**				

¹For all staff categories except "Other", report only staff paid with 21st CCLC funds.
 * These categories represent the regular responsibilities of program staff during the regular school day.
 ** Use this category if data do not fit in specific categories provided

4.1 Student-to-Staff Ratio

The student-to-staff ratio was 10-to-1 at each site.

4.2 Staff Training

Professional development opportunities intended to enhance instruction and program operations were offered to staff on a monthly basis. Training was often embedded during the monthly leadership meetings, which included program administrative issues. The following table includes the training topics as outlined in the *Leon County Schools 21st Century Community Learning Centers Handbook 2015-2016*. Not included in the chart are training offered at the site level. The agenda and sign-in sheets for monthly site-level training were uploaded to the DOE website as deliverables.

Table 13. Staff Training Dates and Topics

Training Date	Topic Time: 3:30 – 5:30 p.m.
August 27, 2015	Creating Lesson Plans
September 17, 2015	Building Relationships with Community Partners
October 22, 2015	Differentiated Instruction
November 19, 2015	Behavior Management
December 10, 2015	Creating an Active Learning Environment
January 4, 2016	Youth Development
February 18, 2016	Using Data to Drive Instruction
March 17, 2016	Engaging Parents
April 21, 2016	Effective Leadership
May 19, 2016	Team Building

5.0 OBJECTIVES AND OUTCOMES

5.1 Objective Assessment

Objective assessment information and data from the *End-of-Year Data Collection* tab of the *Objective Assessment Data Collection and Reporting Tool* is located in Appendix A because of margin restrictions of the main text.

5.2 Other Findings

In this section, these questions are addressed as other findings:

1. What impact does the program have on students’ behavior and achievement, as measured by the FLDOE Teacher, Parent and Student Surveys?
2. How do the academic and behavioral results compare to the USDOE GPRA indicators for 21st CCLC programs?

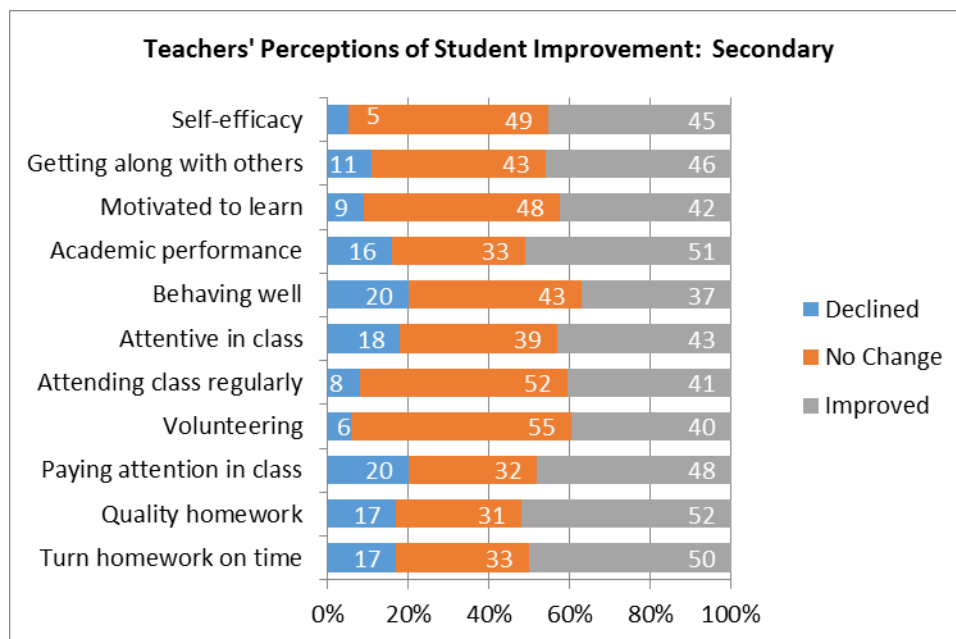
What impact does the program have on students’ behavior and achievement, as measured by the FLDOE Teacher, Parent and Student Surveys?

Teachers

Teachers were asked to rate students’ improvement on several behavior and performance issues on a scale of 1 = Improved, 2 = No change, and 3 = Declined. An additional rating of “4” was used to indicate if no change was needed. Figure 1 shows the results of teachers’ perceptions.

- The highest rate items were related to academics: *Turning in Homework on Time* (50%), *Quality Homework* (52%), and *Academic Performance* (51%).
- The lowest rate item was *Behaving Well in Class* (37%).

Figure 1. Teacher Perceptions of Student Improvement (148)



Parents

Parents were asked to give their perceptions of the 21st CCLC program and of their child's improvement since participating in the program. Seventy-four (74) parents responded.

- All items received ratings of 85% and above.
- Figure 2 illustrates parents' perceptions of their child's improvement in the program. All items received high satisfactory ratings ranging from 87% to 97%.
- Additional parent information is provided in Table 14.

Figure 2. Parents' Satisfaction of Their Child's Improvement (74)

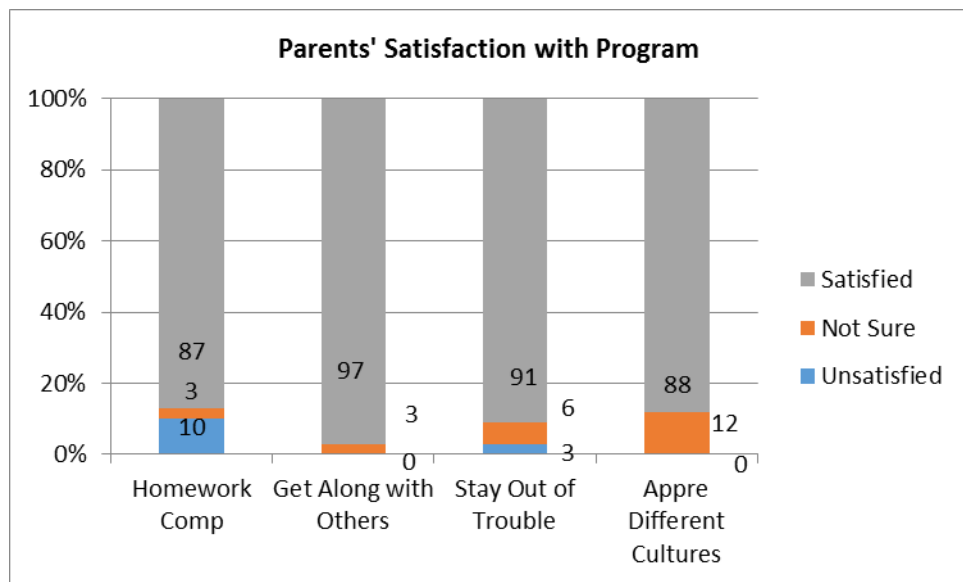


Table 14. Percent of Parents' Satisfaction with Program Components (74)

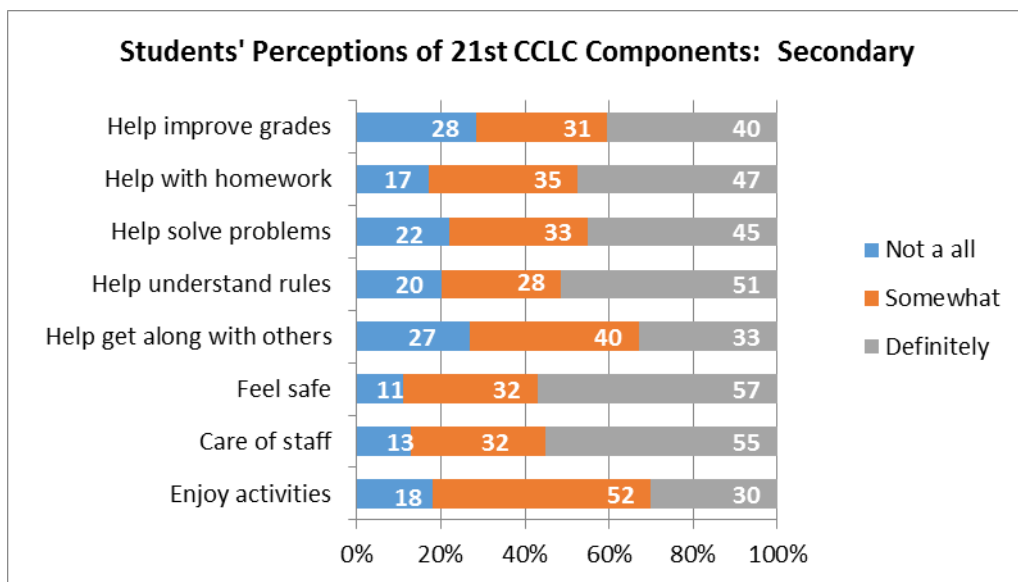
Satisfaction with:	Satisfied %	Not Sure %	Unsatisfied %
Program as a whole	95	0	5
Staff warmth	96	4	0
Staff work with child	88	8	4
Staff relation to parent	88	9	3
Variety of activities	91	7	3
Meals and snacks	85	12	2
Safety	92	3	6
Reaching out to parent	93	4	2
Child's happiness	89	5	5
Helping parent be more involved	85	11	3

Students

Students (128) were asked to indicate their perceptions of program components on a 3-point scale from “Definitely” to “Not at all.”

- The highest rated item at 57% was *Feeling Safe*.
- The lowest rated was *Enjoy Activities* with a third of the students rating it “Definitely.”
- Of interest, also, is to examine the percentage of “Not at all.” Only about a third or less choose that option for each item.

Figure 3. Students' Perceptions of Program Components (128)



How do the current academic and behavioral results compare to the USDOE GPRA indicators for 21st CCLC programs?

The Government Performance and Results Act (GPRA) include performance indicators associated with the 21st CCLC program. The measurements assist the federal government evaluate the success and progress of the 21st CCLC programs. The measurements include student enrollment, program operations and student improvement in academic and behavior. <http://www2.ed.gov/programs/21stcclc/performance.html>

Table 15 lists the most recent academic and behavior GPRA indicators from 2013-2014 and the results from the current grant. Because this is the first year of the grant, the GPRA values are presented as a frame of

reference for interpreting these results from this grant.

- Overall, the Secondary values exceed or are equal to the GPRA values.
- The comparison can help to aid in the interpretation of the first-year of implementation of the grant.

GPRA Measures	USDOE	Secondary
% of middle school 21st CCLC regular program participants whose mathematics grades improved from fall to spring.	36.90%	51%
% of high school 21st CCLC regular program participants whose mathematics grades improved from fall to spring.	35.10%	49%
% of middle school 21st CCLC regular program participants whose English grades improved from fall to spring.	36.50%	62%
% of high school 21st CCLC regular program participants whose English grades improved from fall to spring.	38.10%	57%
% of middle school 21st CCLC regular program participants who improve from not proficient to proficient or above in mathematics on state assessments.	12.60%	20% (only middle school)
% of middle and high school 21st CCLC regular program participants with teacher-reported improvement in homework completion (HC) and class participation (CP).	HC = 49.4% CP = 48.1%	HC = 52% CP = 48%
% of middle and high 21st CCLC participants with teacher-reported improvements in student behavior.	35.30%	37%

5.3 Student Success Snapshot

Being college ready means more than being eligible for college after completing college prep courses. Among many attributes, it also involves emotional maturity and having the discipline required to pursue one's goals. This success story is about a 10th grader who carried a low GPA after the first quarter and was actually supposed to be an eleventh grader but had failed a grade in middle school. While somewhat negative at first, the student began to respond well to the 21st CCLC staff's tutoring and help with homework. With each 9-week period, his grades improved and at the end of the year, he realized that there was a way he could make up credits so that he might be able to graduate next year (2017) with his original cohort group. He has

registered for the summer 21st CCLC program to make up credits he needs to be a senior in 2016-2017. During one of our conversations, he even mentioned wanting to go to college. Besides his academic improvement, the staff and his regular classroom teachers have commented on the student’s changes in attitude and motivation to learn.

5.4 Overall Findings for Each Objective

Eighteen (18) objectives are listed in the grant. Three objectives are excluded because FSA or FCAT data are unavailable for 2015 8th grade and high school students do not take a science or math state assessment.

Stars Achieved	Objective Status
5	Meets or exceeds benchmark
4	Approaching benchmark
3	Meaningful progress
2	Some progress
1	Limited progress

Table 14 details the results of the objectives.

- The English Language Arts and Math objectives related to grade improvement or maintenance of high grades received ratings of 4 or 5 stars.
- The objectives receiving the lowest ratings related to performance on the state assessments with ratings of 1 or 2 stars.
- All other objectives made meaningful progress and above.

Table 15. Objectives, Results and Status

5.4 Overall Findings for Each Objective					
GR	OBJECTIVE	Total Assessed	# Met Standard	% Met Standard	Status
MS	50% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	82	51	62.20%	5
MS	50% of regularly participating students will improve to a satisfactory level or above on English language Arts/writing or maintain an above satisfactory level.	70	14	20.00%	1
HS	50% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	91	52	57.14%	5
HS	50% of regularly participating students will improve to a satisfactory level or above on English language Arts/writing or maintain an above satisfactory level.	76	26	34.21%	2
MS	50% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year.	83	42	50.60%	5
MS	50% of regularly participating students will improve to a satisfactory level or above on Mathematics or maintain an above satisfactory level.	70	21	30.00%	2
HS	50% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year.	83	41	49.40%	4
HS	50% of regularly participating students will improve to a satisfactory level or above on Mathematics or maintain an above satisfactory level.			*	
MS	75% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year.	81	51	62.96%	3
MS	50% of regularly participating students will improve to a satisfactory level or above on science or maintain an above satisfactory level.			*	
HS	75% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year.	64	39	60.94%	3
HS	50% of regularly participating students will improve to a satisfactory level or above on science or maintain an above satisfactory level.			*	
HS	70% of participating students will maintain high performance or improve their knowledge of healthy weight as measured by logs.	30	21	70.00%	5
MS	70% of participating students will maintain high performance or improve their knowledge of healthy weight as measured by logs.	28	20	71.43%	5
HS	70% of participating students will meet or exceed proficiency in their technical, job-specific skills as measured by curriculum-based assessment.	30	17	56.67%	3
MS	70% of participating students will meet or exceed proficiency in their technical, job-specific skills as measured by curriculum-based assessment.	5	5	100.00%	5
HS	80% of participating family members will improve their parenting skills as measured by perpetual survey (parent).	10	10	100.00%	5
MS	80% of participating family members will improve their parenting skills as measured by perpetual survey (parent).	5	5	100.00%	5
	* FSA Math and Science not administered in high school. At middle school level, FSA Science only administered at 8 th grade level; therefore, no matching 2015 and 2016 scores available.				

6.0 PROGRESS TOWARD SUSTAINABILITY

- Ten partners/subcontractors were reported for the 2015-2016 school year.
- Generally, partners provided volunteers and subcontractors provided paid staffing.
- Their estimated monetary contributions are detailed in Table 15.

Table 16. Partnerships and Sub-Contracts

Agency Name	Type of Organization	Sub-Contractor (Yes/No)	Estimated Value (\$) of Contributions	Estimated Value (\$) of Sub-contract	Type of Service Provided
Oasis Center for Women and Girls	CBO	No	\$500	--	Volunteers
Peace Jam	CBO	No	\$500	--	Volunteers, Programming
IOTA	NPOO	Yes		\$1,750	Paid Staffing
100 Black Men	NPOO	Yes		\$1,080	Paid Staffing
MLG	FPO	Yes		\$2,400	Paid Staffing
Operation Respect/Bethel Empowerment Foundation	FBO	No	\$500	--	Volunteers
James McGivern Building Computers	CBO	Yes		\$1,400	Programming Paid Staffing
STEM	CBO	Yes		\$500	Paid Staffing
Fairview Middle School	SD	No	\$5,000	--	Materials, facilities
Rickards High School	SD	No	\$5,000	--	Materials, facilities

Note: Value of subcontract must be ZERO if the agency is listed as "No" in the subcontractor column. Likewise, the value of the subcontract must be greater than ZERO if the agency is listed as "Yes" in the subcontractor column.

7.0 LESSONS LEARNED AND RECOMMENDATIONS

There are some highlights and concerns that are presented below as Lessons Learned.

Lessons Learned

1. The 21st CCLC programs can deliver multiple programs and produce positive results in academics, behavior and personal/social areas.
2. The discrepancy in performance of grade improvement and the state assessment (FSA) raises some questions about program activities aligned with FSA and outcomes. Failure to align activities with outcomes will make achieving the desired outcomes extremely difficult.
3. The majority of staff members are regular classroom teachers. This is a strong quality of the grant because these teachers provide a natural alignment with the regular school curriculum. A sampling of the notes between program staff and school staff indicates that communication is about substantive issues related to academics and much less about attendance and behavior.
4. The use of FSA proficiency levels as the metric to measure improvement in FSA may need to be supplemented with scale scores, which have smaller intervals and could capture changes that proficiency levels would not.
5. The evaluation plan should be shared with all program staff. The relationship of each evaluation instrument to the grant's objective should be explained to all program staff.
6. Small sample sizes for the enrichment activities make the results difficult to interpret. To avoid low rates of return of data collection instruments, a tracking system should be developed.

Recommendations

The recommendations are offered to help 21st CCLC staff continue to provide programs that have a positive impact on student performance. The following charts outlines the findings and recommendations for the future implementation of the grant.

FINDINGS	RECOMMENDATIONS												
<p>ATTENDANCE</p> <ul style="list-style-type: none"> Fairview and Rickards showed low average daily attendance percentages at 75% and 68%, respectively. The total enrollment of all three sites exceeded the enrollment numbers proposed in the grant. <table border="1" data-bbox="233 783 842 890"> <thead> <tr> <th>Site</th> <th>Total Enrolled</th> <th>Proposed</th> <th>% Over</th> </tr> </thead> <tbody> <tr> <td>Fairview</td> <td>124</td> <td>65</td> <td>47.58</td> </tr> <tr> <td>Rickards</td> <td>216</td> <td>100</td> <td>53.70</td> </tr> </tbody> </table>	Site	Total Enrolled	Proposed	% Over	Fairview	124	65	47.58	Rickards	216	100	53.70	<ul style="list-style-type: none"> 100% should be the expectation for all programs with 85% being the threshold level. With too many students (beyond the proposed), resources may not be as effective as possible. Discuss the value of enrollments closer to the proposed.
Site	Total Enrolled	Proposed	% Over										
Fairview	124	65	47.58										
Rickards	216	100	53.70										
<p>OBJECTIVES</p> <p>Two objectives posted ratings of “2 Star” and below.</p> <ul style="list-style-type: none"> Objective 2 <i>50% of the regularly participating students will improve to a satisfactory level or above on English language arts/writing or maintain an above satisfactory level.</i> Objective 6 <i>50% of the regularly participating students will improve to a satisfactory level or above on mathematics or maintain an above satisfactory level.</i> 	<ul style="list-style-type: none"> Consult with the regular school day teacher to ensure that the after school activities support the school day efforts. Continue to monitor the reading and math performance every 9-week period. Explore monitoring tools aligned with FSA standards. 												
<p>SUSTAINABILITY</p> <ul style="list-style-type: none"> In-kind contributions from the individual sites (materials and facilities) account for the most of the estimated dollar value of the partners. 	<ul style="list-style-type: none"> Make sure that all sites are aware of the sustainability issues as the grant develops. Beginning the second year of implementation, a sustainability plan should be developed. 												
<p>DATA COLLECTION</p> <ul style="list-style-type: none"> Several objectives (13-18) have very low rates of return. With such low rates of return, the results may be uninterpretable. 	<ul style="list-style-type: none"> Make sure that all sites understand the relationship of data collection and grant objectives and that timelines are important. Evaluator should monitor the data collection schedule more closely. 												
<p>OTHER FINDINGS</p> <ul style="list-style-type: none"> In general, teachers give high ratings for student 	<ul style="list-style-type: none"> Continue to provide high quality 												

<p>academics and behavior (e.g., Improved academics [51%], Quality homework [52%]).</p> <ul style="list-style-type: none"> • Parents give high ratings to program components and their child's improvement. (e.g., Homework completion [90%], Program as a whole [95%]). • Students show fair ratings. (e.g., Help with homework [47%], Help improve grades [40%]). • In general, the results from this grant compare favorably to the FLDOE GPRA ratings. 	<p>programs and activities.</p> <ul style="list-style-type: none"> • Follow-up with student interviews to gather more information on students' satisfaction the program. • As a frame of reference to interpret academic and behavioral findings, use the most recent GPRA information.
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8.0 SUMMARY

The 21st CCLC program provided a safe environment in which students received extended learning opportunities to support and complement their regular school day instruction. During the 2015-2016 school year, 340 students were provided services in core academic areas (reading, math, science) and enrichment activities (e.g., health/nutrition, sports, arts) with 57.94% (197) attending for 30 days or more.

Overall, the data gathered from report card grades and surveys indicate that students are making improvements in academics. The use of regular classroom teachers as staff in the program has helped to align after school activities and the regular school day curriculum. Supporting evidence comes from teacher surveys in which they report that two-thirds of the students showed academic progress and turned in quality homework. Parents also reported high ratings for their child's improvement since enrolling in the program. Approximately 50% of the students reported that they were satisfied with homework help. Comparisons with the GPRA indicators, also, support the positive academic and behavioral results of the grant.

Taken together, the evidence suggests that this 21st CCLC program contributed to helping low-performing students in high-poverty zones in Leon County to become more successful academically and behaviorally. Challenges, however, remain the in areas of attendance, aligning program activities with the state assessment, and more rigorous data collection. Hopefully, these issues can be readily resolved during the rest of the grant cycle through discussions among program staff and school personnel.

The chart is in landscape form. The first 3 pages should be read horizontally. The next 3 pages should be read horizontally.

		5.0 OBJECTIVES and OUTCOMES	5.1 Objective Assessment		
GR	No.	OBJECTIVE	CONTENT AREA	Bench- mark	Measure
MS	1	50% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	English Language Arts	50%	Report card
MS	2	50% of regularly participating students will improve to a satisfactory level or above on English language Arts/writing or maintain an above satisfactory level.	English Language Arts	50%	FSA
HS	3	50% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	English Language Arts	50%	Report card
HS	4	50% of regularly participating students will improve to a satisfactory level or above on English language Arts/writing or maintain an above satisfactory level.	English Language Arts	50%	FSA
MS	5	50% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year.	Mathematics	50%	Report card
MS	6	50% of regularly participating students will improve to a satisfactory level or above on Mathematics or maintain an above satisfactory level.	Mathematics	50%	FSA
HS	7	50% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year.	Mathematics	50%	Report card
HS	8	50% of regularly participating students will improve to a satisfactory level or above on Mathematics or maintain an above satisfactory level.	Mathematics	50%	FSA
MS	9	75% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year.	Science	75%	Report card
MS	10	50% of regularly participating students will improve to a satisfactory level or above on science or maintain an above satisfactory level.	Science	50%	FSA
HS	11	75% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year.	Science	75%	Report card

Standard of Success	Data Collection Timeframe	Total Assessed	# Met Standard	% Met Standard
Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	Every 9-week period	82	51	62.20%
Improve to a satisfactory level or maintain high performance level.	Spring 2015 and 2016	70	14	20.00%
Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	Every 9-week period	91	52	57.14%
Improve to a satisfactory level or maintain high performance level.	Spring 2015 and 2016	76	26	34.21%
Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	Every 9-week period	83	42	50.60%
Improve to a satisfactory level or maintain high performance level.	Spring 2015 and 2016	70	21	30.00%
Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	Every 9-week period	83	41	49.40%
Improve to a satisfactory level or maintain high performance level.	Spring 2015 and 2016	No HS FSA		
Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	Every 9-week period	81	51	62.96%
Improve to a satisfactory level or maintain high performance level.	Spring 2015 and 2016	No matching 2015 FCAT science scores.		
Maintain an A/B grade or improve from a grade of C to B or a grade of D/F to C (or grading scale equivalents)	Every 9-week period	64	39	60.94%

Programmatic Changes and Rationale	Data Collection Changes and Rationale
Proposed Changes: Continue with current activities that support English Language arts. Monitor student progress regularly and work closely with regular classroom teachers. Rationale: Results exceed the benchmark value.	No changes needed: Continue requesting quarterly grades data from the district's Technology Division.
Proposed Changes: Examine the alignment of program activities and the FSA standards. Rationale: Results are below standard.	No changes needed: Continue requesting FSA data from the district's Technology Division.
Proposed Changes: Continue with current activities that support English Language arts. Monitor student progress regularly and work closely with regular classroom teachers. Rationale: Results exceed the benchmark value.	No changes needed: Continue requesting quarterly grades data from the district's Technology Division.
Proposed Changes: Examine the alignment of program activities and the FSA standards. Rationale: Results are below standard.	No changes needed: Continue requesting FSA data from the district's Technology Division.
Proposed Changes: Continue with current activities that support mathematics. Monitor student progress regularly and work closely with regular classroom teachers. Rationale: Results exceed the benchmark value.	No changes needed: Continue requesting quarterly grades data from the district's Technology Division.
Proposed Changes: Examine the alignment of program activities and the FSA standards. Rationale: Results are below standard.	No changes needed: Continue requesting FSA data from the district's Technology Division.
Proposed Changes: Examine current curriculum and its alignment with the regular school curriculum. Confer with regular classroom teachers for areas in need of improvement. Rationale: Results show the need to examine if the afterschool activities are supporting regular classroom activities.	No changes needed: Continue requesting quarterly grades data from the district's Technology Division.
Not FSA Math at the high school level.	
Proposed Changes: Examine current curriculum and its alignment with the regular school curriculum. Confer with regular classroom teachers for areas in need of improvement. Rationale: Results show the need to examine if the afterschool activities are supporting regular classroom activities.	No changes needed: Continue requesting quarterly grades data from the district's Technology Division.
No matching FCAT science scores for 2015.	
Proposed Changes: Examine current curriculum and its alignment with the regular school curriculum. Confer with regular classroom teachers for areas in need of improvement. Rationale: Results show the need to examine if the afterschool activities are supporting regular classroom activities.	No changes needed: Continue requesting quarterly grades data from the district's Technology Division.

5.0 OBJECTIVES and OUTCOMES			5.1 Objective Assessment		
GR	No.	OBJECTIVE	CONTENT AREA	Benchmark	Measure
HS	12	50% of regularly participating students will improve to a satisfactory level or above on science or maintain an above satisfactory level.	Science	70%	FCAT
HS	13	70% of participating students will maintain high performance or improve their knowledge of healthy weight as measured by logs.	Health and Nutrition	70%	BMI measurement
MS	14	70% of participating students will maintain high performance or improve their knowledge of healthy weight as measured by logs.	Health and Nutrition	70%	BMI measurement
HS	15	70% of participating students will meet or exceed proficiency in their technical, job-specific skills as measured by curriculum-based assessment.	Dropout Prevention & College/Career Readiness	70%	Job-skills competence measure
MS	16	70% of participating students will meet or exceed proficiency in their technical, job-specific skills as measured by curriculum-based assessment.	Dropout Prevention & College/Career Readiness	70%	21st Century job-skills competencies
HS	17	80% of participating family members will improve their parenting skills as measured by perpetual survey (parent).	Adult Family Member Performance	80%	Training survey
MS	18	80% of participating family members will improve their parenting skills as measured by perpetual survey (parent).	Adult Family Member Performance	80%	Training survey

Standard of Success	Data Collection Timeframe	Total Assessed	# Met Standard	% Met Standard
FCAT science only administered at grades 5 and 8; therefore, a pre-post model is not appropriate.	Spring 2016	No matching FCAT 2015 science scores		
Maintain a normal BMI or increase/decrease towards normal by at least .1 point at mid-assessment (by at least 2 points by end-of-year).	3x per year	30	21	70.00%
Maintain a normal BMI or increase/decrease towards normal by at least .1 point at mid-assessment (by at least 2 points by end-of-year).	3x per year	28	20	71.43%
70% of students will increase at least 5 proficiency points from pre-post-end assessments.	2x per year	30	17	56.67%
70% of students will increase at least 5 proficiency points from pre-post-end assessments.	2x per year	5	5	100%
80% of parents will show a score of "4" or increase to a higher level from pre- to post in literacy skills.	Multiple assessments - 1st and final used to measure objective	10	10	100%
80% of parents will show a score of "4" or increase to a higher level from pre- to post in literacy skills.	Multiple assessments - 1st and final used to measure objective	5	5	100%

Programmatic Changes and Rationale	Data Collection Changes and Rationale
<p>Proposed Changes: Continue with current activities that support health and nutrition. Confer with school staff for their input. Rationale: Results exceed the benchmark.</p>	<p>Proposed Changes: Remind staff of the importance of data collection and how it relates to each objective. Rationale: There are very few pre/post data points for each student.</p>
<p>Proposed Changes: Continue with current activities that support health and nutrition. Confer with school staff for their input. Rationale: Results exceed the benchmark.</p>	<p>Proposed Changes: Remind staff of the importance of data collection and how it relates to each objective. Rationale: There are very few pre/post data points for each student.</p>
<p>Proposed Changes: Conduct a follow-up study of the types of job skills that meet students' interests. Examine if there are any career related courses at the school that can be used to measure student performance. Rationale: Results show that few students are participating in the program.</p>	<p>Proposed Changes: Remind staff of the importance of data collection and how it relates to each objective. Rationale: There are very few pre/post data points for each student.</p>
<p>Proposed Changes: Conduct a follow-up study of the types of job skills that meet students' interests. Examine if there are any career related courses at the school that can be used to measure student performance. Rationale: Results show that few students are participating in the program.</p>	<p>Proposed Changes: Remind staff of the importance of data collection and how it relates to each objective. Rationale: There are very few pre/post data points for each student.</p>
<p>Proposed Changes: No changes needed in the types and quality of workshops. Changes made mid-year have improved the quality of workshops. Rationale: Sign-in sheets show that there is a lot of interest in the parental workshops.</p>	<p>Proposed Changes: Remind staff of the importance of data collection at monthly meetings. Continue to use the modified evaluation form, as more forms were collected than earlier in the year. Rationale: The number of parents with both pre/post data is very low.</p>
<p>Proposed Changes: No changes needed in the types and quality of workshops. Changes made mid-year have improved the quality of workshops. Rationale: Sign-in sheets show that there is a lot of interest in the parental workshops.</p>	<p>Proposed Changes: Remind staff of the importance of data collection at monthly meetings. Continue to use the modified evaluation form, as more forms were collected than earlier in the year. Rationale: The number of parents with both pre/post data is very low.</p>

**2015-2016 SUMMATIVE EVALUATION
GRANT YEAR 2**

Grant 93L-2447B-7PCC2/Deliverable – August 15, 2016

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Evaluation Consultant

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**2015-2016 Summative Evaluation
United Way Big Bend**

1.0 PURPOSES OF EVALUATION

Grant 93L-2447B-7PCC2 was implemented from August 2015 to May 2016 at four Title I schools: Apalachee Elementary School, Hartsfield Elementary Schools, Riley Elementary School, and Ruediger Elementary School. The grant was a partnership among Leon County Schools, United Way of the Big Bend (UWBB) and The Boys and Girls Club and served 460 students in its second year of implementation.

The purposes of this evaluation are:

1. To provide a summary of the 21st CCLC program components as implemented by UWBB in Leon County Schools during the 2015-2016 school year, including enrollment, student characteristics, program operations, staff, and sustainability.
2. To provide information about the grant objectives and the progress made in meeting the objectives.
3. To make recommendations for future implementation of the program.

ORGANIZATION OF THE REPORT

This report follows the 2015-2016 Summative Report template requirements provided by the FLDOE. Other findings are inserted to aid in the interpretation of selected components of the evaluation.

2.0 STUDENT CHARACTERISTICS

2.1 Total Student Enrollment and Attendance

- A total of 460 students were served in 2015-2016, as detailed in Table 1.
- Three hundred twenty-seven (327) or 71.09% attended for 30 days or more.
- The average daily attendance (ADA) across the four sites was close to 100% of the proposed numbers in the grant. Table 1A provides the ADA percentages by site.

Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2015 and School Year 2015 -2016.

Site Name	Total Enrolled Attending (at least one day)				Regularly Participating Enrollment (30 days or more)			
	Summer Only2	School Year Only	Both Summer AND School Year	Total	Summer Only	School Year Only	Both Summer AND School Year	Total
Apalchee Elem	23	108	22	153	0	93	19	112
Hartsfield Elem	9	38	21	68	0	34	21	55
Riley Elem	17	85	22	124	0	73	21	94
Ruediger Elem	39	56	20	115	0	46	20	66

Note. Unduplicated counts shown. Students attending/enrolled in both operation periods are only reported under Summer AND School Year. School Year. Only Summer + Only School Year + Summer AND School Year = Total.

Table 1A. Proposed Enrollment and Average Daily Attendance: 2015-2016

Site Name	Proposed	Average Daily Attendance	% of Proposed
Apalachee Elem	80	78	98%
Hartsfield Elem	45	39	87%
Riley Elem	70	73	104%
Ruediger Elem	50	54	105%

2.2 Student Demographics

Table 2 shows that across the four sites:

- For total participating, 246 (53.48%) were female and 214 (46.52%) were male.
- For regularly participating students, 52.91% were female and 47.09% were male.
- The grades ranged from PK to Grade 5 across the four sites.

Table 2. Student Demographics for Total Participating Students (All Students Served) and Regularly Participating Students.

Site Name	Total Participating Students				Regularly Participating Students			
	Gender			Grade Range	Gender			Grade Range
	Male	Female	DK*		Male	Female	DK*	
Apalachee Elem	70	83	0	1-5	48	64	0	1-5
Hartsfield Elem	41	27	0	1-5	32	23	0	1-5
Riley Elem	51	73	0	K-5	39	55	0	K-5
Ruediger Elem	52	63	0	PK-5	35	31	0	PK-5

Tables 3 and 4 show that across the four sites:

- Only 3 (<1%) of the total participating were classified as Limited English Proficient.
- Two (2) regularly participating students (<1%) were classified as Limited English Proficient.
- Thirty-eight (38) of the total participating were identified with Disability at 8.26%
- For regularly participating students, 30 (9.2%) were identified with Disability.
- Three hundred fifty-two (76.5%) of the total participating qualified for free-reduced lunch.
- Two hundred thirty-seven (74.5%) of the regularly participating students qualified for free-reduced lunch.

Table 3. Population Specifics: Special Needs: Total Participating Students.

Site Name	Limited English Proficient			Identified with Disability			Free or Reduced Price Lunch		
	Yes	No	DK*	Yes	No	DK*	Yes	No	DK*
Apalachee Elem	1	152	0	9	144	0	107	46	0
Hartsfield Elem	0	68	0	10	58	0	41	.27	0
Riley Elem	2	122	0	10	114	0	113	11	0
Ruediger Elem	0	115	0	9	96	0	91	24	0

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

Site Name	Limited English Proficient			Identified with Disability			Free or Reduced Price Lunch		
	Yes	No	DK*	Yes	No	DK*	Yes	No	DK*
Apalachee Elem	1	111	0	5	107	0	72	40	0
Hartsfield	0	55	0	8	47	0	33	22	0
Riley Elem	1	93	0	10	84	0	85	9	0
Ruediger Elem	0	66	0	7	59	0	47	19	0

*DK = Don't Know.

- Table 5 shows that the largest racial/ethnic group served was Black or African American for total participating at 93.04% (428) and 93.58% (306) for regularly participating students.

Table 5. Student Race and Ethnicity: Total and Regularly Participating Students.

Site Name	Total Participating Students						Regularly Participating Students					
	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Mixed	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Mixed
Apalachee Elem		3	144	1	3	2		3	104	1	2	2
Hartsfield Elem		2	66					2	53			
Riley Elem		1	106	7	4	6			84	3	3	4
Ruediger Elem		1	112		2			1	65			

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

Tables 6 and 7 detail the grade levels served in the grant.

- For both the total and regularly participating students, the largest number of students was served at the 5th grade level: Total participating 119 (25.9%) and regularly participating 78 (23.9%)

Table 6. Student Grade for Total Participating Students.

Site Name	Grade In School*													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Apalachee Elem			5	18	44	38	48							
Hartsfield Elem			1	12	13	16	26							
Riley Elem		16	18	27	20	25	18							
Ruediger Elem	2	12	11	24	19	20	27							

** Grade levels are exclusive, as students can only be in one grade level. Students should be reported under the grade level they were during the 2015-2016 Academic Year.*

Table 7. Student Grade for Regularly Participating Students.

Site Name	Grade In School*													
	PK	K	1	2	3	4	5	6	7	8	9	10	11	12
Apalachee Elem				14	35	30	33							
Hartsfield Elem			1	10	10	14	20							
Riley Elem		13	14	22	15	20	10							
Ruediger Elem		7	4	15	12	13	15							

* Grade levels are exclusive, as students can only be in one grade level. Students should be reported under the grade level they were in during the 2015-2016 Academic Year.

3.0 PROGRAM OPERATIONS

3.1 Summer Operations

All sites were opened for 6 weeks for 45 days a week. The typical number of hours per week at all sites was 24 hours. See Table 8.

Table 8. Summer 2015 Operation.

Site Name	Total number of weeks THIS site was open:	Typical number of days per week THIS site was open:	Typical number of hours per week THIS site was open on:		
			WEEKDAYS	WEEKDAY EVENINGS	WEEKENDS
Apalachee Elem	6	4	24	0	0
Hartsfield Elem	6	4	24	0	0
Riley Elem	6	4	24	0	0
Ruediger Elem	6	4	24	0	0

3.2 School Year Operation

All sites were opened for 38 weeks for 180 days a week. The typical number of hours per week at all sites was 17.83 hours. See Table 8.

Table 9. School Year 2015-2016 Operation.

Site Name	Total # weeks THIS site was open	Total # days THIS site was open	Typical # days per week THIS site was open	Typical # hours per week THIS site was open				Total # days THIS site operated				
				Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends / Holidays	
Apalachee Elem	38	180	5			17.83					180	
Hartsfield Elem	38	180	5			17.83					180	
Riley Elem	38	180	5			17.83					180	
Ruediger Elem	38	180	5			17.83					180	

4.0 STAFF CHARACTERISTICS

4.1 Staff Demographics

Tables 10 – 10C provide information about the staff serving the 21st CCLC program.

- All staff members were paid out of 21st CCLC funds
- Across the three sites, school-day teachers comprised the majority of staff.
- Note that the Summer 2015 staff information will be included in the spring APR report.

Table 10. Regular Staff by Paid and Volunteer: APALACHEE

Staff Type	Summer of 2015		2015-2016 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
Administrators				
College Students			3	
Community Members				
High Schools Students				
Parents				
School Day Teachers			5	
High school students				
Non-Teaching School Staff			1	
Subcontracted Staff				
Other**				

¹For all staff categories *except* "Other", report only staff paid with 21st CCLC funds.
 * These categories represent the regular responsibilities of program staff during the regular school day.
 ** Use this category if data do not fit in specific categories provided

Table 10A. Regular Staff by Paid and Volunteer Status HARTSFIELD

Staff Type	Summer of 2015		2015-2016 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
Administrators			1	
College Students				
Community Members				
High Schools Students				
Parents				
School Day Teachers			2	
High school students				
Non-Teaching School Staff			3	
Subcontracted Staff				
Other**			1	

¹For all staff categories except "Other", report only staff paid with 21st CCLC funds.
 * These categories represent the regular responsibilities of program staff during the regular school day.
 ** Use this category if data do not fit in specific categories provided

Table 10B. Regular Staff by Paid and Volunteer Status RILEY

Staff Type	Summer of 2015		2015-2016 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
Administrators				
College Students			3	
Community Members				
High Schools Students				
Parents			1	
School Day Teachers			5	
High school students				
Non-Teaching School Staff				
Subcontracted Staff				
Other**				

¹For all staff categories except "Other", report only staff paid with 21st CCLC funds.
 * These categories represent the regular responsibilities of program staff during the regular school day.
 ** Use this category if data do not fit in specific categories provided

Table 10C. Regular Staff by Paid and Volunteer Status: RUEIDGER

Staff Type	Summer of 2015		2015-2016 School Year	
	Paid ¹	Volunteer	Paid ¹	Volunteer
Administrators				
College Students			1	
Community Members				
High Schools Students				
Parents				
School Day Teachers			3	
High school students				
Non-Teaching School Staff			3	
Subcontracted Staff				
Other**				

¹For all staff categories *except* "Other", report only staff paid with 21st CCLC funds.
 * These categories represent the regular responsibilities of program staff during the regular school day.
 ** Use this category if data do not fit in specific categories provided

4.2 Overall Staffing

The gender composition of the staff was: 26 Female (81.25%) and 6 Male (18.75%). The highest

Level of education completed for this grant is detailed below.

Level	No.
High School	2
Associate Degree	8
Bachelor’s Degree	14
Master’s Degree	7
Other	1

4.3 Student-to-Staff Ratio

The student-to-staff ratio was 10-to-1 at each site.

4.4 Staff Training

Professional development opportunities intended to enhance instruction and program operations were offered to staff on a monthly basis. Training was often embedded during the monthly leadership

meetings, which included program administrative issues. The following table includes the training topics as outlined in the *Leon County Schools 21st Century Community Learning Centers Handbook 2015-2016*. Not included in the chart are training offered at the site level. The agenda and sign-in sheets for monthly site-level training were uploaded to the DOE website as deliverables.

Table 11. Staff Training Dates and Topics

Training Date	Topic Time: 3:30 – 5:30 p.m.
August 27, 2015	Creating Lesson Plans
September 17, 2015	Building Relationships with Community Partners
October 22, 2015	Differentiated Instruction
November 19, 2015	Behavior Management
December 10, 2015	Creating an Active Learning Environment
January 4, 2016	Youth Development
February 18, 2016	Using Data to Drive Instruction
March 17, 2016	Engaging Parents
April 21, 2016	Effective Leadership
May 19, 2016	Team Building

4.5 Staff Turnover

One (1) staff member was replaced. The primary responsibility of the staff member was *College Student*.

4.6 Certified Teachers

All teachers employed in the 21st CCLC program were certified. Certification is a requirement of teachers at Title I schools, and the 21st CCLC teachers were also employed as regular school day teachers.

5.0 OBJECTIVES AND OUTCOMES

5.1 Objectives and Activities

The majority of activities are embedded in PBL components. These activities typically are 90-minute sessions, 5 days a week. Tutoring and homework assistance sessions normally last from 25-30 minutes, 4 or 5 days a week. Parental involvement events were held at least 6 times throughout the year for about an hour per session.

Table 12. Objectives and Activities

Objectives	Activities
50% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	<p>ACADEMIC ENRIICHMENT</p> <ul style="list-style-type: none"> • PBL activities to reinforce school-day curriculum and FL standards • Tutors that help students with homework and other classwork • Other supplemental activities (e.g., SRA materials, Scholastic readers, FSU Magnetic Lab, GO MATH, Get Connected, Peace Jam) • UWBB Reading PALS and AmeriCorps Volunteers
50% of regularly participating students will improve to a satisfactory level or above on English language Arts/writing or maintain an above satisfactory level.	
50% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year.	
50% of regularly participating students will improve to a satisfactory level or above on Mathematics or maintain an above satisfactory level.	
75% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year.	
50% of regularly participating students will improve to a satisfactory level or above on science or maintain an above satisfactory level.	
70% of participating students will improve their classroom behavior as measured by report card grades.	<ul style="list-style-type: none"> • PBL activities that support problem-solving, teamwork, and character education • Mentoring to support character education • Service Learning that promotes students to encourage students to be productive citizens
80% of participating students will improve their fitness as measured by pre-post assessment.	<ul style="list-style-type: none"> • PBL activities that infuse health education activities (e.g., healthy lifestyles, obesity awareness, drug and violence prevention, nutrition)
60% of participating family members will increase their literacy skills as measured by perpetual survey (parent).	<ul style="list-style-type: none"> • Monthly (6) workshops based on parental preferences (e.g. Nutrition, Financial Planning, Credit Repair, Helping Child with Schoolwork at Home)

5.2 Data Collection Methods

Table 13. 5.2 Data Collection Methods

	5.2.1	5.2.2	5.2.3	5.2.4	5.2.5
Objective	Measures and Data Collection	Data Collection Timeline	Continuous Assessment	Data Quality 1= Good; 2 = Need improvement	Student Inclusion
50% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	Report card grades	Every 9-week period	1st and 2nd period grades	1 - Data obtained from district's Technology Dept.	All participating students
50% of regularly participating students will improve to a satisfactory level or above on English language Arts/writing or maintain an above satisfactory level.	FSA	Spring 2015, spring 2016	Report card grades to monitor progress; FSA only administered in spring.	1 - Data obtained from district's Technology Dept.	All participating students
50% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year.	Report card grades	Every 9-week period	1st and 2nd period grades	1 - Data obtained from district's Technology Dept.	All participating students
50% of regularly participating students will improve to a satisfactory level or above on Mathematics or maintain an above satisfactory level.	FSA	Spring 2015, spring 2016	Report card grades used to monitor progress; FSA only administered in spring.	1 - Data obtained from district's Technology Dept.	All participating students
75% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year.	Report card grades	Every 9-week period	1st and 2nd period grades	1 - Data obtained from district's Technology Dept.	All participating students
50% of regularly participating students will improve to a satisfactory level or above on science or maintain an above satisfactory level.	FCAT	Spring 2016	Report card grades used to monitor progress in science.	1 - Data obtained from district's Technology Dept.	All participating students
70% of participating students will improve their classroom behavior as measured by report card grades.	Report card ratings	Every 9-week period	1st and 2nd period ratings	1 - Data obtained from district's Technology Dept.	All participating students
80% of participating students will improve their fitness as measured by pre-post assessment.	BMI	3xt per year	1st and 2nd BMI measurement	2 - small # of cases w/ matching cases across the 3 measurements.	All participating students
60% of participating family members will increase their literacy skills as measured by perpetual survey (parent).	Training Survey	Multiple - 1st and final used to measure objective	1st and 2nd measurement	2 - small # of cases w/ matching cases across the 3 measurements.	All participating adult members

5.3 Data Analysis and Results: Progress Toward and Achievement of Objectives

The objectives and statistical analysis used to measure each objective are detailed in Table 12. Also included are the total assessed, number that met the benchmark for each objective and the results. For the most part, to process the data for each objective, data were entered into EXCEL spreadsheets and imported to SPSS or pivot tables in EXCEL to generate frequencies and other tabulations.

Table 14. Data Analysis and Results

	Objective	Statistical Analysis	Total Assessed	# Met Standard	Results
5.3.1	50% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	Compare 1st and 4th quarters	303	175	57.76%
5.3.2	50% of regularly participating students will improve to a satisfactory level or above on English language Arts/writing or maintain an above satisfactory level.	Compare 2015 and 2016 FSA	198	79	39.90%
5.3.3	50% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year.	Compare 1st and 4th quarters	301	218	72.43%
5.3.4	50% of regularly participating students will improve to a satisfactory level or above on Mathematics or maintain an above satisfactory level.	Compare 2015 and 2016 FSA	200	105	52.50%
5.3.5	75% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year.	Compare 1st and 4th quarters	298	241	80.87%
5.3.6	50% of regularly participating students will improve to a satisfactory level or above on science or maintain an above satisfactory level.	Compare 2015 and 2016 FSA	No matching FCAT science for 2015.		
5.3.7	70% of participating students will improve their classroom behavior as measured by report card grades.	Only 5th graders take FCAT science; no 2015 science scores available.	400	262	65.50%
5.3.8	80% of participating students will improve their fitness as measured by pre-post assessment.	Compare 1st and 3rd BMI scores.	145	103	71.03%
5.3.9	60% of participating family members will increase their literacy skills as measured by perpetual survey (parent).	Compare 1st and final ratings	16	16	100.00%

* FSA science only administered at the 5th grade level; there no matching 2015 to 2016 scores available.

5.4 Other Findings

In this section, the FLDOE survey data are used to address these questions:

1. What impact does the program have on students' behavior and achievement, as measured by the FLDOE Teacher, Parent and Student Surveys?
2. How do the current academic and behavioral results compare to the USDOE GPRA indicators for 21st CCLC programs?

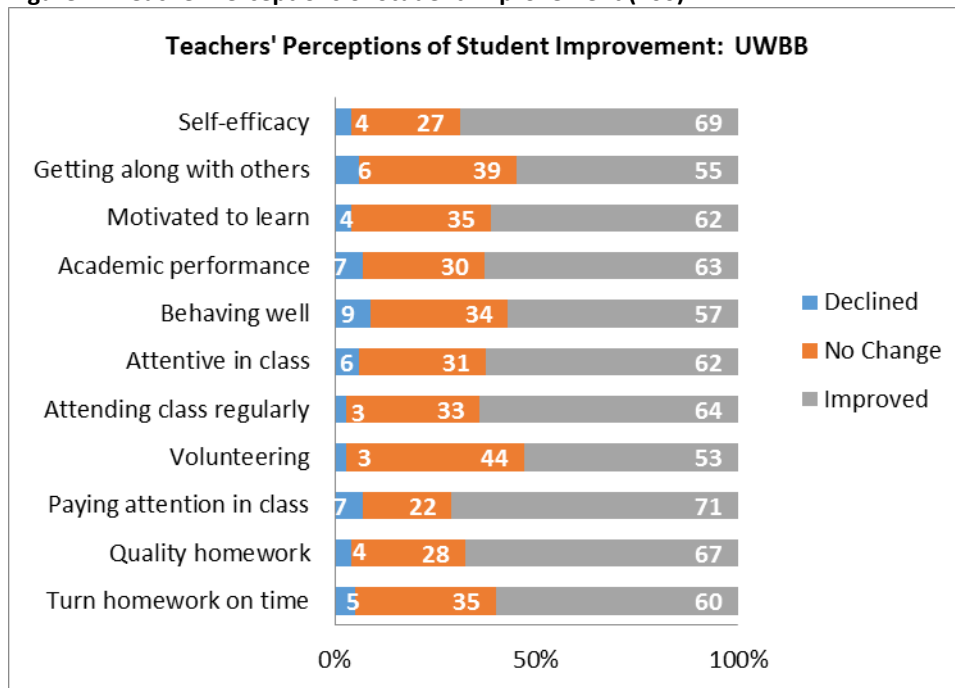
What impact does the program have on students' behavior and achievement, as measured by the FLDOE Teacher, Parent and Student Surveys?

Teachers

Teachers were asked to rate students' improvement on several behavior and performance topics on a scale of 1 to 4 (1=Improved, 2 = No change, 3 = Declined, 4 = No change needed). Figure 1 shows the results of teachers' perceptions.

- For all items, the teachers indicated that the majority (50%+) had made improvement.
- *Paying Attention in Class* (71%) had the highest rating and *Volunteering*, the lowest (53%).

Figure 1. Teacher Perceptions of Student Improvement (200)



Parents

Parents were asked to give their perceptions of the 21st CCLC program and of their child’s improvement since participating in the program. One hundred sixty (160) parents responded.

- Nine of the ten items received ratings of 90% or above.
- The one exception was *Meals and snacks*, which showed a 83.01% positive rating. See Table 14.
- Figure 2 illustrates parents’ perceptions of their child’s improvement in the program. All items received high satisfactory ratings ranging from 89.9% to 96.3%.
- Table 14 presents additional information about parents’ perceptions of the program.

Figure 2. Parents’ Satisfaction of Their Child’s Improvement (160)

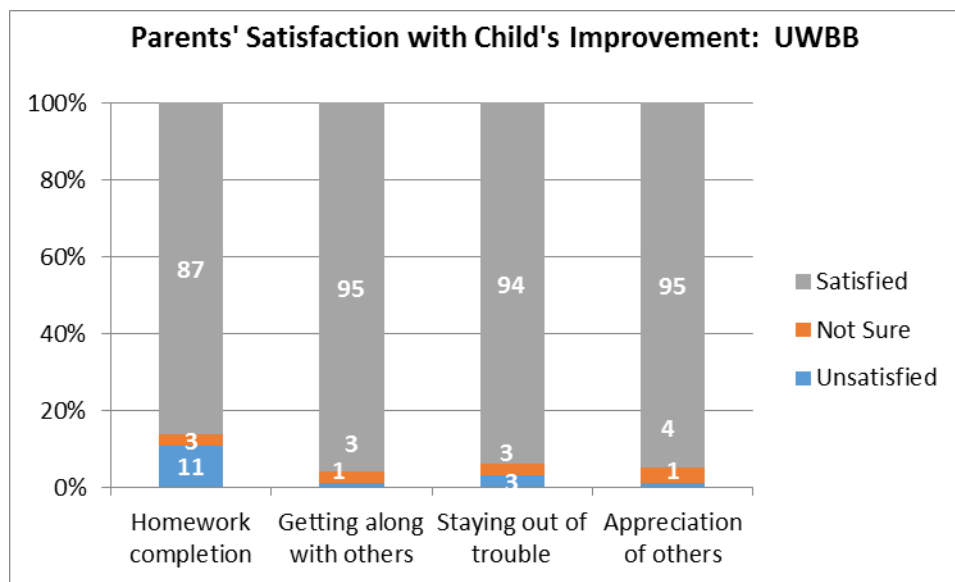


Table 15. Percent of Parents’ Satisfaction with Program Components (160)

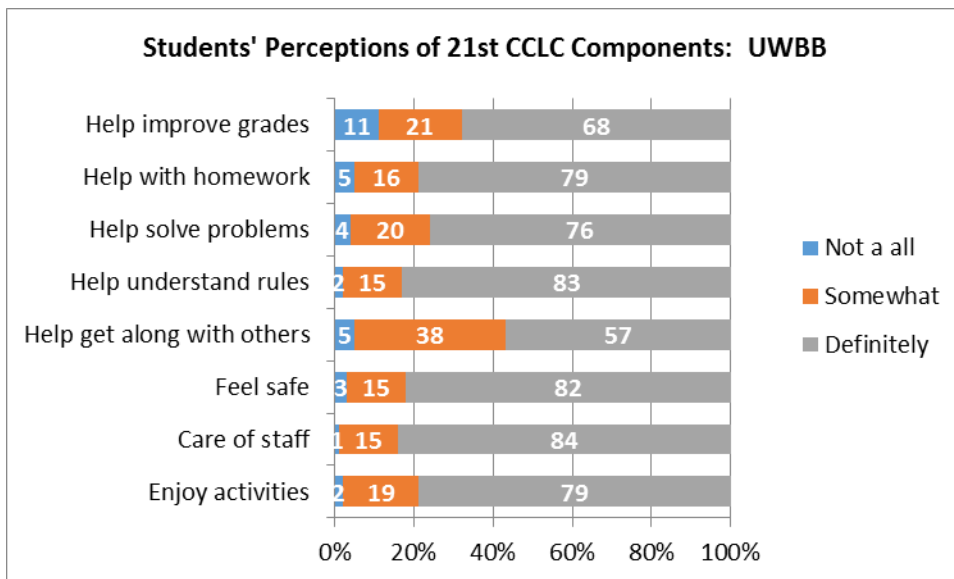
Satisfaction with:	Satisfied %	Not Sure %	Unsatisfied %
Program as a whole	97	2	1
Staff warmth	99	0	1
Staff work with child	98	1	1
Staff relation to parent	97	1	2
Variety of activities	96	2	2
Meals and snacks	90	8	2
Safety	97	3	0
Reaching out to parent	95	4	1
Child’s happiness	95	3	2
Helping parent be more involved	94	3	3

Students

Students (198) were asked to indicate their perceptions of program components on a 3-point scale from “Definitely” to “Not at all.”

- The highest rated item at 84% was *Having a Caring Staff*.
- The lowest rated was *Help improve grades* at 68%.

Figure 3. Students’ Perceptions of Program Components (204)



How do the current academic and behavioral results compare to the USDOE GPRA indicators for 21st CCLC programs?

The Government Performance and Results Act (GPRA) include performance indicators associated with the 21st CCLC program. The measurements assist the federal government evaluate the success and progress of the 21st CCLC programs. The measurements include student enrollment, program operations and student improvement in academic and behavior. <http://www2.ed.gov/programs/21stcclc/performance.html>

Table 15 lists the most recent academic and behavior GPRA indicators from 2013-2014 and the results from the current grant. The GPRA values are presented as a frame of reference for interpreting the second-year results.

GPRA Measures	USDOE	UWBB
% of elementary 21st CCLC regular program participants whose mathematics grades improved from fall to spring.	36.70%	72%
% of elementary 21st CCLC regular program participants whose English grades improved from fall to spring.	36.70%	58%
% of elementary 21st CCLC regular program participants who improve from not proficient to proficient or above in reading on state assessments.	5.40%	40%
% of elementary 21st CCLC regular program participants with teacher-reported improvement in homework completion (HC) and class participation (CP).	HC = 49.8% CP = 49.4%	HC = 67% CP = 71%
% of elementary 21st CCLC participants with teacher-reported improvements in student behavior.	37.20%	57%

5.5 Student Success Snapshot

This snapshot was provided by one of the Coordinators in the grant.

The 21st CCLC program at our school has had many successes during the 2015-2015 school year. A particular student in the program made one of the biggest improvements over the course of the year. The student was a 5th grader in the VE (Varying Exceptionality) program at the school. His teacher was a former 21st CCLC staff member, so she was aware of the many resources in the program. Before the student entered the 21st CCLC program, the teacher and I discussed the student and she said that he had a lot of potential and that our program would help him a lot. The teacher was right on target. The enrichment activities helped the student become more confident because he was able to try new things that he had never before attempted. According to his teacher, he became more engaged in the classroom, his behavior improved, and this helped him to excel academically. The teacher also noted that working with other students in groups during PBL lessons helped him develop social and problem solving skills.

In sum, academically, he might not be the best student but the exposure to academic and enrichment activities in the after school program helped the student develop into a more well-rounded student.

5.6 Overall Findings for Each Objective

The status of each objective is rated using the FLDOE scale below.

Stars Achieved	Objective Status
5	Meets or exceeds benchmark
4	Approaching benchmark
3	Meaningful progress
2	Some progress
1	Limited progress

- Seven (7) of the eight (8) objectives earned a “4 or “5” rating.
- One objective (English language proficiency) earned a “3” rating.

Table 16. Objectives, Results and Status

UWBB				
Objective	Total Assessed	# Met Standard	Results	Overall Finding
50% of regularly participating students will improve to a satisfactory English Language Arts grade or above, or maintain a high grade across the program year.	303	175	57.76%	5
50% of regularly participating students will improve to a satisfactory level or above on English language Arts/writing or maintain an above satisfactory level.	198	79	39.90%	3
50% of regularly participating students will improve to a satisfactory Mathematics grade or above, or maintain a high grade across the program year.	301	218	72.43%	5
50% of regularly participating students will improve to a satisfactory level or above on Mathematics or maintain an above satisfactory level.	200	105	52.50%	5
75% of regularly participating students will improve to a satisfactory Science grade or above, or maintain a high grade across the program year.	298	241	80.87%	5
50% of regularly participating students will improve to a satisfactory level or above on science or maintain an above satisfactory level.			*	
70% of participating students will improve their classroom behavior as measured by report card grades.	400	262	65.50%	4
80% of participating students will improve their fitness as measured by pre-post assessment.	145	103	71.03%	4
60% of participating family members will increase their literacy skills as measured by perpetual survey (parent).	16	16	100.00%	5

* FSA science only administered at the 5th grade level; there no matching 2015 to 2016 scores available.

6.0 PROGRESS TOWARD SUSTAINABILITY

6.1 and 6.2 Partners and New Partners

Twenty-seven (27) partners were reported for the 2015-2016 school year. This represents an increase of 17 partners or subcontractors from 2014-2015. Their estimated monetary contributions are detailed in Table 16.

6.3 Partner Contributions

The majority of partners/subcontractors contributed to curriculum and planning. Other contributions included volunteers, materials, supplies and facilities.

Table 17. Partnerships and Sub-Contracts

Agency Name	Type of Organization	Sub-Contractor (Yes/No)	Estimated Value (\$) of Contributions	Estimated Value (\$) of Sub-contract	Type of Service Provided
Ageless Fitness (2)	CBO	Yes		\$3,000	Curriculum
Audry Lewis	CBO	Yes		\$509.85	Curriculum
Ballet	CBO	Yes		\$330	Curriculum
Boys Scouts	CBO	Yes			Curriculum
Champions (2)	CBO	Yes	\$1,000	\$960	Curriculum Paid staffing
Character Center	CBO	Yes		\$2,300	Curriculum
Girls Scouts	CBO	Yes			Curriculum
IOTA Youth Alliance	CBO	Yes		\$1,500	Curriculum
Journey to Manhood (2)	CBO	Yes		\$3,000	Programming
Learning for Life	CBO		\$500		Programming
MLG	CBO	Yes		\$600	Paid staffing
Oasis Center for Girls	CBO	Yes	\$500		Volunteers
Peace Jams (2)	CBO		\$500		Curriculum Volunteers
PBS Kids	CBO	Yes			Curriculum
Raa Middle School			\$1,000		
Riley Museum Kids Club	MUS		\$500		Programming
United Way – Reading Pals	CBO		\$420.66		Volunteers - tutors
Revolutionary Expressions	CBO	Yes		\$500	Programming

Tallahassee STEM Gym	CBO	Yes		\$1,000	Curriculum
Tallahassee Super Squads (2)	CBO	Yes		\$4,500	Curriculum Paid staffing
Wellness Group			\$200		Volunteer
YMCA Reads			\$1,000		Volunteers
YMCA	CBO	Yes		\$975	Curriculum
Apalachee Elementary	School District		\$5,000		Facilities, materials and supplies
Hartsfield Elementary	School District		\$5,000		Facilities, materials and supplies
Riley Elementary	School District		\$5,000		Facilities, materials and supplies
Ruediger Elementary	School District		\$5,000		Facilities, materials and supplies

7.0 LESSONS LEARNED AND RECOMMENDATIONS

Lessons Learned

1. The 21st CCLC programs can deliver multiple programs and produce positive results in academics, behavior and personal/social areas. To affect positive results consistently, program quality should be the major focus of the program.
2. The focus of 21st CCLC programs should not be on academics alone. The value of investing time in 21st Century skills that encourage teamwork and participation was suggested by the narrative on the Successful Student. The student's change in attitude and confidence seemed to have influenced his improved academics and behavior.

3. Programs should be monitored regularly and adjustments made, as needed. Grades, alone, may not be enough to monitor progress on the FSA standards. To make more precise adjustments to instruction, monitoring tools must be aligned with FSA content.
4. The importance of training cannot be over stressed. Staff needs to be trained to implement and update program content and processes. Training in FSA standards and aligning that content to after school activities is suggested by the results of one of the objectives.
5. The evaluation plan should be shared with all program staff. The relationship of each evaluation instrument to the grant’s objective should be explained to all program staff. To avoid low rates of return of data collection instruments, a tracking system should be developed.

Recommendations

The recommendations are offered to help 21st CCLC staff continue to provide programs that have a positive impact on student performance.

Table 18. Findings and Recommendations

Findings		Recommendations																					
<p>ATTENDANCE</p> <ul style="list-style-type: none"> • The ADA at all sites exceeded the 85% threshold level. <table border="1" style="margin-left: 20px;"> <thead> <tr> <th style="background-color: yellow;">Site</th> <th style="background-color: yellow;">ADA</th> <th style="background-color: yellow;">Proposed</th> <th style="background-color: yellow;">% of Proposed</th> </tr> </thead> <tbody> <tr> <td>Apalachee</td> <td>78</td> <td>80</td> <td>98%</td> </tr> <tr> <td>Hartsfield</td> <td>39</td> <td>45</td> <td>87%</td> </tr> <tr> <td>Riley</td> <td>73</td> <td>70</td> <td>104%</td> </tr> <tr> <td>Ruediger</td> <td>54</td> <td>50</td> <td>105%</td> </tr> </tbody> </table>		Site	ADA	Proposed	% of Proposed	Apalachee	78	80	98%	Hartsfield	39	45	87%	Riley	73	70	104%	Ruediger	54	50	105%	<ul style="list-style-type: none"> • 100% should be the expectation for all programs with 85% being the threshold level. 	
Site	ADA	Proposed	% of Proposed																				
Apalachee	78	80	98%																				
Hartsfield	39	45	87%																				
Riley	73	70	104%																				
Ruediger	54	50	105%																				

<p>OBJECTIVES</p> <p>Most objectives received a rating of “4” or “5” on the FLDOE rating system. The one exception was Objective 2, which is listed below.</p> <ul style="list-style-type: none"> Objective 3 received a “3 Star” rating. <i>50% of the regularly participating students will improve to a satisfactory level or above on English Language Arts or maintain an above satisfactory level.</i> 	<ul style="list-style-type: none"> Consult with the regular school day teacher to ensure that the after school activities support the school day efforts. Continue to monitor the reading and math performance every 9-week period. Make attempts to locate a monitoring tool that will be aligned with FSA standards.
<p>SUSTAINABILITY</p> <ul style="list-style-type: none"> Twenty-seven (27) partners or subcontractors were recorded in 2015-2016. The major contributor was the sites themselves with contributions of materials and supplies. 	<ul style="list-style-type: none"> Continue to involve partners and subcontractors to supplement program activities.
<p>DATA COLLECTION</p> <ul style="list-style-type: none"> The rates of return for enrichment activities and family literacy events are very low. With very small sample cases, results may not be representative of the total group. 	<ul style="list-style-type: none"> Make sure that sites understand the relationship between objectives and data collection. Develop a tracking system that can monitor if sites are adhering to data collection schedules.
<p>OTHER FINDINGS</p> <ul style="list-style-type: none"> In general, teachers give high ratings for student academics and behavior (e.g., Quality homework [67%], Class participation [71%], Behavior [59%]). Parents give high ratings to program components and their child’s improvement. (e.g., Homework completion [96%], Staying out of trouble [94%]). Students show mixed ratings. (e.g., Help with homework [76%], Help improve grades [68%]). 	<ul style="list-style-type: none"> Continue to provide high quality programs and activities. Monitor program and student progress regularly. Communicate regularly with school-day staff to ensure that the program supports the school’s efforts.

8.0 SUMMARY

The 21st CCLC program provided a safe environment in which students received extended learning opportunities to support and complement their regular school day instruction. Attendance at each site exceeded the threshold level. According to Learning Point Associates (2010), students who participate regularly show more improvement in areas such as grades, homework completion, and class participation than their non-program cohorts.

Overall, the data gathered from report card grades and surveys indicate that students are making improvements in academics and behavior. Seven (7) of the eight (8) objectives received a “4” or “5” rating using the FLDOE rating system. The most convincing evidence comes from teacher-reported surveys. Teachers report high levels for homework completion, class participation, academic performance, and classroom behavior. Parents also reported high ratings for their child’s homework completion since enrolling in the program (90%). Students give moderately high marks for academics. For example, *Help with homework* received a 68.2% rating and *Help with grades* received a 58.6% rating. Additionally, the grant exceeded the most current academic and behavioral GPRA indicators. Areas of improvement do remain; in particular, performance on FSA assessment and data collection.

Taken together, the evidence suggests that this 21st CCLC program contributed to helping low-performing students in high-poverty zones in Leon County to become more successful academically and behaviorally. Challenges, however, remain in areas of aligning program activities with the state assessment and more rigorous data collection. Hopefully, these issues can be readily resolved during the rest of the grant cycle through discussions among program staff and school personnel.