

21st Century Community Learning Centers

Summative Evaluation Report

Project Steam

St. Lucie County School District

Ft. Pierce, Florida



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**2014-2015 SUMMATIVE EVALUATION REQUIRED REPORTING TEMPLATE  
GRANT YEARS 1, 3, & 4**

**1.0 STUDENT ENROLLMENT AND ATTENDANCE**

Project Explore served a total of 406 students during the 2014-2015 school year. Data for this table were collected by project teachers and inputted by the project managers into Excel spreadsheet for tabulation. Due to the date the grant was awarded the program began on January 7, 2015. The afterschool year program went for 89 days, five days a week for 2.5 each day. The average number of students was calculated using actual number of days in attendance. This includes students who did not start the program on the first day of school but entered at any time during the school year.

**Table 1. Student Enrollment: Total and Regularly Participating Students for Summer 2014 and School Year 2014-2015.**

Site Name	Total Enrolled Attending (at least one day)				Regularly Participating Enrollment (30 days or more)			
	Summer Only	School Year Only	Both Summer AND School Year	Total	Summer Only	School Year Only	Both Summer AND School Year	Total
<b>Northport</b>	0	168	0	<b>168</b>	0	111	0	<b>111</b>
<b>Southport</b>	0	132	0	<b>132</b>	0	89	0	<b>89</b>
<b>Samuel Gaines</b>	0	106	0	<b>106</b>	0	47	0	<b>47</b>
<b>Note.</b> Unduplicated counts shown. Students attending/enrolled in both operation periods are only reported under Summer AND School Year. Only Summer + Only School Year + Summer AND School Year = Total.								

**2.0 STUDENT AND FAMILY DEMOGRAPHICS**

*As shown in Table 2,* the data presented for student characteristics were collected from District IT databases. These databases are used for reporting school data to the state. From the records provided, Project Explore had 218 males (54%) and 188 females

(46%) enrolled in the project. Their ages ranged from 5 to 15 years of age. For the regularly attending student in Project Explore, there were 127 males (51%) and 120 females (49%).

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

Site Name	Total Participating Students				Regularly Participating Students			
	Gender			Age Range	Gender			Age Range
	Male	Female	DK*		Male	Female	DK*	
<b>Northport</b>	83	85	0	5-15	50	61	0	5-14
<b>Southport</b>	81	51	0	12-15	53	36	0	12-15
<b>Samuel Gaines</b>	54	52	0	6-14	24	23	0	6-13

As shown in Table 3, Project Explore also had students with special needs. Overall, there were 45 students (11%) classified as Limited English Proficient and 52 students (13%) classified with a disability.

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

Site Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
<b>Northport</b>	16	152	0	22	146	0
<b>Southport</b>	12	120	0	22	110	0
<b>Samuel Gaines</b>	17	89	0	8	98	0

As shown in Table 4, Overall, the number of regularly attending students for Project Explore that were classified Limited English Proficient was 31 (13%) and the number of regularly attending students classified with a Disability was 30 (12%).

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

Site Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
Northport	11	100	0	12	99	0
Southport	10	79	0	13	76	0
Samuel Gaines	10	37	0	5	42	0

\*DK = Don't Know.

As shown in Table 5, Project Explore consisted primarily of three ethnicities: Black, Hispanic, and White. The total number of Blacks served were 171 (42%), the total number of Hispanics served were 115 (28%), and the total number of Whites served were 111 (27%). The regularly attending Blacks served were 109 (44%), the regularly attending Hispanics were 67 (27%), and the regularly attending Whites were 69 (28%).

**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	Unknown**	American Indian/ Alaska Native	Asian/ Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Unknown
Northport	2	1	72	43	50		0	0	52	26	33	
Southport	0	3	34	41	54		0	1	26	29	33	
Samuel Gaines	2	1	65	31	7		0	1	31	12	3	

\* Ethnicity categories are non-exclusive; students can be identified under multiple ethnicities.  
 \*\* Unknown = Racial/ethnic group is unknown or cannot be verified.

As shown in Table 6, Project Explore served students in grades Pre-K through Grade 8. The total participating students served in the program were: 6 students in Pre-K (1%), 23 students in K (6%), 43 students in Grade 1 (11%), 41 students in Grade 2 (10%), 33 students in Grade 3 (8%), 29 students in Grade 4 (7%), 32 students in Grade 5 (8%), 85

students in Grade 6 (21%), 62 students in Grade 7 (15%), and 52 students in Grade 8 (13%).

**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
<b>Northport</b>	6	15	24	23	20	12	16	27	16	9				
<b>Southport</b>								49	41	42				
<b>Samuel Gaines</b>		8	19	18	13	17	16	9	5	1				

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

As shown in Table 7, Project Explore served students in grades Pre-K through Grade 8.

The regularly participating students served in the program were: 6 students in Pre-K (1%), 16 students in K (6%), 29 students in Grade 1 (18%), 22 students in Grade 2 (9%), 20 students in Grade 3 (8%), 20 students in Grade 4 (8%), 21 students in Grade 5 (9%), 53 students in Grade 6 (21%), 28 students in Grade 7 (11%), and 32 students in Grade 8 (13%).

**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
<b>Northport</b>	6	12	16	16	16	11	13	16	3	2				
<b>Southport</b>								36	23	30				
<b>Samuel Gaines</b>		4	13	6	4	9	8	1	2	0				

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

As shown in Table 8, Project Explore had 338 (83%) of the total participating students on free or reduced lunch. Northport had 142 (84%), Southport had 102 (77%), and Samuel Gaines had 94 (89%) of total participating students on free or reduced lunch.

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

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK
Northport	142	26	0
Southport	102	30	0
Samuel Gaines	94	12	0

As shown in Table 9, Project Explore had 201 (81%) of the regularly participating students on free or reduced lunch. Northport had 93 (84%), Southport had 68 (76%), and Samuel Gaines had 40 (85%) of total participating students on free or reduced lunch.

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

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK
Northport	93	18	0
Southport	68	21	0
Samuel Gaines	40	7	0

### **3.0 PROGRAM OPERATIONS**

Due to when the grant was awarded there was no summer program.

**Table 10. Summer 2014 Operation.**

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

<b>Northport</b>	N/A	N/A	N/A	N/A	N/A
<b>Southport</b>	N/A	N/A	N/A	N/A	N/A
<b>Samuel Gaines</b>	N/A	N/A	N/A	N/A	N/A

Each school site program within the project operated from January 5 thru May 29, 2015, Monday through Friday during regular school days (total of 20 weeks or 89 days).

**Table 11. School Year 2014-2015 Operation.**

Site Name	Total # weeks THIS site was open	Total # days THIS site was open	Typical # days per week THIS site was open	Typical # hours per week THIS site was open				Total # days THIS site operated			
				Before School	During School	After School	Weekends / Holidays	Before School	During School	After School	Weekends / Holidays
<b>Northport</b>	20	89	5	0	0	12.5	0	0	0	89	0
<b>Southport</b>	20	89	5	0	0	12.5	0	0	0	89	0
<b>Samuel Gaines</b>	20	89	5	0	0	12.5	0	0	0	89	0

#### **4.0 STAFF CHARACTERISTICS**

All staff from each school site was hired from the regular school day staff. Highly qualified teachers were utilized for the positions of teacher and site coordinator. The parent liaison during the school year was staffed by regular day para-professionals who were familiar with the school students and parents.

**Table 12. Regular Staff by Paid and Volunteer Status.**

Staff Type Northport	Summer of 2014		2014-2015 School Year	
	Paid <sup>1</sup>	Volunteer	Paid <sup>1</sup>	Volunteer
School day teachers (former and substitute)	N/A	N/A	13	0



Center administrators and coordinators	N/A	N/A	1	0
Youth development workers and non-school day staff with college degree or higher	N/A	N/A	0	0
Other non-teaching school day staff	N/A	N/A	1	0
Parents	N/A	N/A	0	0
College students	N/A	N/A	0	0
High school students	N/A	N/A	0	0
Other community members	N/A	N/A	0	0
Other non-school day staff with some or no college	N/A	N/A	0	0
Other**	N/A	N/A	0	0

<sup>1</sup>For all staff categories *except* "Other", report only staff paid with 21<sup>st</sup> CCLC funds.

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

\*\* Use this category if data do not fit in specific categories provided

Staff Type Southport	Summer of 2014		2014-2015 School Year	
	Paid <sup>1</sup>	Volunteer	Paid <sup>1</sup>	Volunteer
School day teachers (former and substitute)	N/A	N/A	12	0
Center administrators and coordinators	N/A	N/A	1	0
Youth development workers and non-school day staff with college degree or higher	N/A	N/A	0	0
Other non-teaching school day staff	N/A	N/A	2	0
Parents	N/A	N/A	0	0
College students	N/A	N/A	0	0
High school students	N/A	N/A	0	0
Other community members	N/A	N/A	0	2
Other non-school day staff with some or no college	N/A	N/A	0	0
Other**	N/A	N/A	0	0

<sup>1</sup>For all staff categories *except* "Other", report only staff paid with 21<sup>st</sup> CCLC funds.

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

\*\* Use this category if data do not fit in specific categories provided

Staff Type	Summer of 2014	2014-2015
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Samuel Gaines			School Year	
	Paid <sup>1</sup>	Volunteer	Paid <sup>1</sup>	Volunteer
School day teachers (former and substitute)	N/A	N/A	11	0
Center administrators and coordinators	N/A	N/A	1	0
Youth development workers and non-school day staff with college degree or higher	N/A	N/A	0	0
Other non-teaching school day staff	N/A	N/A	2	0
Parents	N/A	N/A	0	0
College students	N/A	N/A	0	0
High school students	N/A	N/A	0	0
Other community members	N/A	N/A	0	0
Other non-school day staff with some or no college	N/A	N/A	0	0
Other**	N/A	N/A	0	0

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

#### 4.2 Student-to-Staff Ratio

The stated student to teacher ratio for 2014-2015 was 15:1. Two of the programs accomplished this goal for the 2014-2015 school year, however one of the programs did not. We have implemented strategies to ensure that all three programs will meet the student to teacher ratio for the upcoming school year.

#### 4.3 Staff Training

St. Lucie Public Schools is committed to the professional growth of their employees and the improvement of their students. As such, staff was encouraged to participate in the numerous professional development and training opportunities offered to them during the year.

Date	Training Topic
November 2014	Coordinators' training

January 2015	Academic teacher training (Northport)
January 2015	Academic teacher training (Samuel Gaines)
February 2015	Academic teacher training, (Southport)
Mach 25, 2015	Coordinators' training, Safety
April 29, 2015	Academic teacher training for all teachers from all sites
May 20, 2015	Coordinators' training, Community Partner Parent Academy

**5.0 OBJECTIVES AND OUTCOMES**

**5.1 Objective Assessment**

*ALL OBJECTIVES WERE MEASURED AT POST ONLY BECAUSE THE PROGRAM BEGAN IN JANUARY 2015*

**(1) 80% of regularly participating students will demonstrate an increase in reading from fall to spring as evidenced through district benchmark assessments and curriculum based assessment.**

- **Content Area:** Reading
- **Benchmark:** 80% of regularly attending students
- **Measure:** report card grades
- **Success Criterion:** maintain a letter grade of C or above or improve reading grade
- **Data Collection Timeframe:** pre, mid, post
- **Total Number of Participants Measured:** Elem=54; MS=44
- **Total Number of Participants Meeting Success Criterion:** Elem=42; MS=42
- **Percent of Participants Meeting Success Criterion:** Elem= 78%; MS=77%
- **Programmatic Changes and Rationale:** No programmatic changes at this time, after one semester of implementation.
- **Data Collection/Evaluation Changes and Rationale:** This data set includes only final grades for regularly attending participants since this was the first semester of program implementation. Also, data includes only grades 3-8 since grades K-2 do not receive a letter grade. Consider changing the objective to reflect the grading scale used with K-2.

**(2) 80% of regularly participating students will demonstrate an increase in reading from fall to spring as evidenced through district benchmark assessments and curriculum based assessment.**

- **Content Area:** Reading
- **Benchmark:** 80% of regularly attending students
- **Measure:** district benchmark assessment
- **Success Criterion:** score at least proficient to grade level
- **Data Collection Timeframe:** pre, mid, post
- **Total Number of Participants Measured:** Elem=54; MS=107
- **Total Number of Participants Meeting Success Criterion:** Elem=17; MS=30
- **Percent of Participants Meeting Success Criterion:** Elem=31%; MS=28%

- **Programmatic Changes and Rationale:** No programmatic changes at this time, after one semester of implementation.
- **Data Collection/Evaluation Changes and Rationale:** This data set includes only post assessment data for the program, which started mid-year. Data reflects regularly participating Grade 3-8 students and their scores on the Comprehensive Assessment 2 (a district standardized assessment). This was the only available data for the first semester of program implementation. Work with the district assessment department to determine an appropriate standardized assessment scores in order to obtain a data set for analysis. Or, consider using FSA scores next year if they are available.

**(3) 80% of regularly participating students will demonstrate an increase in writing from fall to spring as evidenced through district benchmark assessments and curriculum based assessment.**

- **Content Area:** Reading
- **Benchmark:** 80% of regularly attending students
- **Measure:** Report card grades
- **Success Criterion:** maintain a letter grade of C or above or improve language arts grade
- **Data Collection Timeframe:** pre, mid, post
- **Total Number of Participants Measured:** Elem=54; MS=104
- **Total Number of Participants Meeting Success Criterion:** Elem=41; MS=84
- **Percent of Participants Meeting Success Criterion:** Elem=76%; MS=81%
- **Programmatic Changes and Rationale:** No programmatic changes at this time, after one semester of implementation.
- **Data Collection/Evaluation Changes and Rationale:** This data set includes only final grades for regularly attending participants since this was the first semester of program implementation. Also, data includes only grades 3-8 since grades K-2 do not receive a letter grade. Need to change the objective to reflect the grading scale used with K-2.

**(4) 80% of regularly participating students will demonstrate an increase in writing from fall to spring as evidenced through district benchmark assessments and curriculum based assessment.**

- **Content Area:** Reading
- **Benchmark:** 80% of regularly attending students
- **Measure:** district benchmark assessment
- **Success Criterion:** score at least proficient to grade level
- **Data Collection Timeframe:** pre, mid, post
- **Total Number of Participants Measured:** 0
- **Total Number of Participants Meeting Success Criterion:** 0
- **Percent of Participants Meeting Success Criterion:** NA

- **Programmatic Changes and Rationale:** No programmatic changes at this time, after one semester of implementation.
- **Data Collection/Evaluation Changes and Rationale:** Due to the standardized assessment transition at the state and district level, assessment scores specific to writing were not available for analysis. Need to work with the district assessment office to determine appropriate writing assessment scores for program participants and with schools to obtain writing curriculum based assessments.

**(5) 80% of regularly participating students will demonstrate an increase in math skills from fall to spring as evidenced through district benchmark assessments and curriculum based assessment.**

- **Content Area:** Math
- **Benchmark:** 80% of regularly attending students
- **Measure:** Local standardized assessment
- **Success Criterion:** Score at least proficient to grade level
- **Data Collection Timeframe:** pre, mid, post
- **Total Number of Participants Measured:** Elem=53; MS=106
- **Total Number of Participants Meeting Success Criterion:** Elem=7; MS=14
- **Percent of Participants Meeting Success Criterion:** Elem=13%; MS=13%
- **Programmatic Changes and Rationale:** No programmatic changes at this time, after one semester of implementation.
- **Data Collection/Evaluation Changes and Rationale:** This data set includes only post assessment data for the program, which started mid-year. Data reflects regularly participating Grade 3-8 students and their scores on the Comprehensive Assessment 2 (a district standardized assessment). Also, need to be sure that participating schools test grades 1 and 2 students (which was optional this year).

**(6) 80% of regularly participating students will demonstrate an increase in math skills from fall to spring as evidenced through district benchmark assessments and curriculum based assessment.**

- **Content Area:** Math
- **Benchmark:** 80% of regularly attending students
- **Measure:** report card grades
- **Success Criterion:** maintain a letter grade of C or above or improve math grade
- **Data Collection Timeframe:** pre, mid, post
- **Total Number of Participants Measured:** Elem=54; MS=105
- **Total Number of Participants Meeting Success Criterion:** Elem=40; MS=73
- **Percent of Participants Meeting Success Criterion:** Elem=74%; MS=70%

- **Programmatic Changes and Rationale:** No programmatic changes at this time, after one semester of implementation.
- **Data Collection/Evaluation Changes and Rationale:** This data set includes only final grades for regularly attending participants since this was the first semester of program implementation. Also, data includes only grades 3-8 since grades K-2 do not receive a letter grade.

**(7) 80% of regularly participating students will demonstrate an increase in science skills from fall to spring as evidenced through district benchmark assessments and curriculum based assessment.**

- **Content Area:** STEM
- **Benchmark:** 80% of regularly attending students
- **Measure:** Local standardized assessment
- **Success Criterion:** score at least proficient to grade level
- **Data Collection Timeframe:** pre, mid, post
- **Total Number of Participants Measured:** Elem=54; MS=105
- **Total Number of Participants Meeting Success Criterion:** Elem=20; MS=47
- **Percent of Participants Meeting Success Criterion:** Elem=37%; MS=45%
- **Programmatic Changes and Rationale:** No programmatic changes at this time, after one semester of implementation.
- **Data Collection/Evaluation Changes and Rationale:** This data set includes only post assessment data for the program, which started mid-year. Data reflects regularly participating Grade 3-8 students and their scores on the Comprehensive Assessment 2 (a district standardized assessment). Also, need to be sure that participating schools test grades 1 and 2 students (which was optional this year).

**(8) 80% of regularly participating students will demonstrate an increase in science skills from fall to spring as evidenced through district benchmark assessments and curriculum based assessment.**

- **Content Area:** STEM
- **Benchmark:** 80% of regularly attending students
- **Measure:** report card grades
- **Success Criterion:** maintain a letter grade of C or above or improve science grade
- **Data Collection Timeframe:** pre, mid, post
- **Total Number of Participants Measured:** Elem=8; MS=105
- **Total Number of Participants Meeting Success Criterion:** Elem=7; MS=84
- **Percent of Participants Meeting Success Criterion:** Elem=88%; MS=80%
- **Programmatic Changes and Rationale:** No programmatic changes at this time, after one semester of implementation.

- **Data Collection/Evaluation Changes and Rationale:** For elementary grade levels, data provided appears small. It includes grades 3-5 regularly attending participants with a science final grade. Confirm with the district that the data set is complete. Also, need to change the objective to reflect the grading scale used with K-2.

**(9) At least 75% of adult family members regularly participating 21st CCLC students that attend 21st CCLC activities will increase their knowledge of school and district resources (e.g., parent portal, parent center, parent academy, tutoring) that can support their child’s academic performance measured through attendance rosters and parent surveys.**

- **Content Area:** Family Services- Performance
- **Benchmark:** 75%
- **Measure:** survey
- **Success Criterion:** increase knowledge by at least 10%, based on Parent Survey
- **Data Collection Timeframe:** pre, post
- **Total Number of Participants Measured:** 29
- **Total Number of Participants Meeting Success Criterion:** 0
- **Percent of Participants Meeting Success Criterion:** N/A
- **Programmatic Changes and Rationale:** No programmatic changes at this time, after one semester of implementation.
- **Data Collection/Evaluation Changes and Rationale:** A Parent Survey was developed and administered in May 2015. This data set will serve as a pilot for the instrument's validity and reliability. The survey will be finalized for use as a pre/post instrument in the 2015-16 school year.

**(10) At least 50% of parents of regularly participating 21st CCLC students will become more involved with their child’s education through attendance at monthly workshops leading to parent’s having a more supportive attitude towards teachers and learning measured thru pre-post surveys.**

- **Content Area:** Family Services- Performance
- **Benchmark:** 50%
- **Measure:** survey
- **Success Criterion:** increase knowledge by at least 10%, based on Parent Survey
- **Data Collection Timeframe:** pre, post
- **Total Number of Participants Measured:** 29
- **Total Number of Participants Meeting Success Criterion:** 0
- **Percent of Participants Meeting Success Criterion:** N/A

- **Programmatic Changes and Rationale:** No programmatic changes at this time, after one semester of implementation.
- **Data Collection/Evaluation Changes and Rationale:** A Parent Survey was developed and administered in May 2015. This data set will serve as a pilot for the instrument's validity and reliability. The survey will be finalized for use as a pre/post instrument in the 2015-16 school year.

**(11) 80% of regularly participating students will demonstrate their understanding of how a healthy body and mind will produce a better student success rate in academic achievements as seen on pre/post assessment & Curriculum based assessment tools.**

- **Content Area:** Personal Enrichment- Healthy and Physical Activity
- **Benchmark:** 80%
- **Measure:** Authentic Assessment
- **Success Criterion:** meet appropriate criteria established in a teacher-created rubric or checklist
- **Data Collection Timeframe:** pre, mid, post
- **Total Number of Participants Measured:** Elem=130; MS=109
- **Total Number of Participants Meeting Success Criterion:** Elem=0; MS=0
- **Percent of Participants Meeting Success Criterion:** N/A
- **Programmatic Changes and Rationale:** No programmatic changes at this time, after one semester of implementation.
- **Data Collection/Evaluation Changes and Rationale:** Rubrics were developed in this first semester of program implementation. The rubrics will be finalized for use as a pre/post measurement in the 2015-16 school year.

## 5.2 Other Findings

**Student Survey Findings:** The student survey findings are favorable. The following summarizes this survey:

- 93% definitely or somewhat enjoyed program activities
- 94% definitely or somewhat feel that the adults at the program care about them
- 76% definitely feel safe at the program
- 92% report that the program definitely or somewhat helps them get along with others
- 93% report that the program definitely or somewhat helps them understand following rules
- 88% report that the program definitely or somewhat helps them solve problems
- 86% report that the program definitely or somewhat helps them with homework
- 85% report that the program definitely or somewhat helps them improve their grades

**Parent Survey Findings:** The parent survey findings also were favorable of the program. For most items, 83% to 96% of respondents reported to be satisfied or very satisfied with program



performance. Item 15 was lower, but still showed approximately 3 out of 4 parents satisfied or very satisfied with homework assistance (74%). In addition, 94% indicated that they would recommend the program and 92% will sign up again for the program.

**Teacher Survey Findings:** The teacher survey provides information from the teachers' perspectives. For the purpose of program evaluation, analysis focused on moderate or significant improvement of participants. A summary of findings are:

- 35% improved turning in homework
- 51% improved paying attention an participating
- 32% improved behavior in class (and 26% did not need to improve their behavior in class)
- 54% improved academic performance
- 44% improved getting along well with other students
- 27% had more involved parents

### **5.3 Student Success Snapshot**

*Project Explore began in January 2015. There were a number of students that demonstrated success at the conclusion of the program. One student in particular, grades in math increased from the start of the program until the end of the program. This student also demonstrated success socially. He had a difficult time getting along with other students. However, after participating in the conflict resolution classes offered, he learned how to cope and deal with conflicts without violence. The 21<sup>st</sup> CCLC program will continue to strive to make a difference in the lives of the whole student.*

***Be sure not to identify the student by name or through other student identifying information.***

### **5.4 Overall Findings for Each Objective**

The objectives that were measured with report grades were met. The objectives measured with district standardized assessments were not met. The remaining objectives require development of measurement instruments (surveys and rubrics). Overall, the program is performing well for only one semester of implementation. The

program should maintain programmatic goals for the 2015-16 school year, allowing a full year of data collection.

**6.0 PROGRESS TOWARD SUSTAINABILITY**

*Report the data elements (pieces of data) outlined in the table below and provide a brief narrative describing the data (bulleted summary is acceptable).*

*Note that the federal system differentiates between a “partner” and a “subcontractor”. A subcontractor receives compensation (to some extent) for their services; partners do not.*

**Table 14: 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
Girl Scouts	Service	NO	7500	0	Program ming
Parent Academy	Service	No	7500	0	Program ming
UF-IFAS	Service	No	7500	0	Program ming

*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**

Overall, the program has been successful for one semester of implementation. Participant data regarding program objectives are approaching or meeting benchmarks regarding report card grades and district assessments. Some objectives required instrument design, which was completed in the first semester. These instruments, a parent survey and rubrics, will be used in the 2015-16 school year. Additionally, student and parent surveys presented favorable results for program satisfaction.

At this time, specific program changes are not recommended. A more thorough program evaluation will be possible with pre, mid, and post data collection during the 2015-16 school year.

