

21st Century Community Learning Centers

Manatee County School Board, Florida

*Program Centers: Daughtrey Elementary, Manatee
Elementary and Palm View Elementary Schools*

Summary Evaluation Report

August 15, 2017

[Reporting period August 2016 – June 2017]

Submitted by

George Reid, Ph.D.
Harry S. Bell III, Ed.S.



Performance Design Group
PO Box 2399
Sarasota, FL 34230
941-685-4993

Email: performgrp@comcast.net

Web: www.performgrp.com

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Introduction

In July 2016, the Manatee County School Board was awarded funding by the Florida Department of Education to provide 21st Century Community Learning Center Programs at three Title I elementary schools in the district displaying an ongoing need for afterschool support for students. Each of the schools involved in this effort, Daughtrey Elementary, Manatee Elementary, and Palm View Elementary houses a school site program providing afterschool services to a total of 295 Kindergarten – 5th grade students and operates Monday – Thursday from 3:00 p.m. – 6:00 p.m. for 139 days during the school year. In accordance with the school plan for each of the elementary settings, the program addresses the need to increase student academic achievement through a variety of instructional activities and practices. These instructional activities include: homework assistance, cultural awareness and enrichment experiences, project based learning, STEM activities, as well as arts and physical education. Parental involvement sessions as well as a district parental advisory council have been featured to enhance family involvement in the educational process and engender support for the program at each school site.

Overview of goals/objectives (regularly participating students)

1. Improve to a satisfactory grade or above, or maintain a high grade across the program year in **English/language arts, mathematics, and science**.
2. Achieve promotion from *third grade* based on performance on the **Florida Standards Assessment**.
3. Maintain or improve **cultural awareness** as measured by authentic assessment.
4. Maintain or improve **physical and personal wellness** as measured by authentic assessment.
5. Family members will improve their **involvement in student education** as measured by a perceptual survey (parents).

Summary evaluation

The Summary Evaluation Report incorporates objective data as reported monthly to Florida DOE, with the addition of quantitative and qualitative data collected by the external evaluators. This is a 3rd party evaluation report, prepared by George Reid, Ph. D. of the Performance Design Group, Sarasota, Florida. The report was assembled between

August 2016 and July, 2017 through first-hand observation, surveys and interviews, student performance data, and interaction with the project staff.

Data Collection Methods

The evaluator accessed program evaluation data using the following methods:

- Multiple observational site visits to all elementary school centers during program operation
- Interviews with all site coordinators at each center
- Interviews with teachers and para-professionals at each site
- Teacher surveys
- Parent surveys
- Attendance at 21st CCLC Advisory Board Meetings
- Observations of debriefings conducted by FLDOE Program Evaluation/Technical Assistance team
- Interviews with district Director and Specialist
- Extensive review and analysis of detailed school and district level student information database(s) provided by Program Manager to determine student progress
- Completion/review of all state required instruments for monthly, semi-annual and annual reporting
- Semi-annual review of budgets
- Review of internal program reports and memoranda prepared by site coordinators and the program manager
- Review of relevant data from the MCSB district database/Website and Florida DOE Website relating to academic performance of program participants

Evaluation Questions/Focus

The following evaluation questions give a general focus to the report and data collection. Following those questions, evaluation findings and conclusions are presented by goal area.

1. Was the program implemented as intended at all sites?
2. Were project funds expended as intended and were these funds and other resources applied to major project goals?
3. Were student outcomes achieved in all areas as intended?

Objective evaluation results by goal

Descriptive data on site operations (2016-17 school year)		
<p>The school district operates three (3) sites at elementary schools:</p> <p>School sites: Daughtrey Elementary, Manatee Elementary and Palm View Elementary</p>	<ul style="list-style-type: none"> ▪ Sites were open 139 days during the school year, with an attendance ranging from 2 – 82 days (median 53 days; average 47 days). ▪ Approximately 400 students attended for at least one day – 279 students attended for 30 days or more. Sites were not operational during the summer term. ▪ Student participation covered grades K – 5. The highest participation was 3rd grade (23%); lowest was kindergarten at 12% of the total participation. ▪ Each school employed a site coordinator; site operations were monitored and communication across sites was coordinated by a district project director ▪ Programs employed (1) site coordinator, often (1) additional co-coordinator, along with from 8 – 10 certified teachers to facilitate student activities, instruction and tutoring. In addition, from 3-5 paraprofessionals were employed, along with 2-3 substitute teachers. ▪ Grant funding for 2016-2017 was \$492,060 (less indirect costs). Of this amount, approx. 80% was allocated to salaries, benefits or contracted personnel at each site, including contracted services for evaluation. 	
Goal A: Academic achievement and enrichment		
Objective or planned activity	Details	Results for Year 1
<p>A1. Improve grades in English Language Arts</p>	<p><i>At least 60% of regularly participating students will improve to a satisfactory grade or above</i></p>	<ul style="list-style-type: none"> ▪ Of 310 students with available data, 249 or 80% maintained an A/B/C grade or improved from B, C or D/F to a higher grade ▪ Detail: 76 maintained A/B, 145 maintained C, 28 improved to A/B/C from a lower grade
<p>A2. Improve grades in Mathematics</p>		<ul style="list-style-type: none"> ▪ Of 310 students with available data, 258 or 83% maintained an A/B/C grade or improved from B, C or D/F to a higher grade ▪ Detail: 103 maintained A/B, 92 maintained C, 63 improved to A/B/C from a lower grade
<p>A3. Improve grades in Science</p>		<ul style="list-style-type: none"> ▪ Of 310 students with available data, 274 or 88% maintained an A/B/C grade or improved from B, C or D/F to a higher grade ▪ Detail: 196 maintained A/B, 42 maintained C, 36 improved to A/B/C from a lower grade

<p>A4. Achieve promotion from third grade</p>	<p><i>At least 60% of regularly participating students in 3rd grade will achieve promotion based on performance on the Florida Standards Assessment</i></p>	<ul style="list-style-type: none"> ▪ Of 80 students with available data, 52 or 65% achieved promotion based on their FSA performance scores
<p>Goal B: Personal enrichment</p>		
<p>Objective or planned activity</p>	<p>Details</p>	<p>Results for Year 1</p>
<p>B1. Provide enrichment activities to increase awareness in the arts and culture</p>	<p><i>At least 60% of regularly participating students will demonstrate cultural awareness as measured by authentic assessment</i></p>	<ul style="list-style-type: none"> ▪ Of 278 students who were assessed, 260 or 94% demonstrated a high level or increased their level of cultural awareness. Assessment: Rubric scale addressing cultural awareness (8 indicators) and health/nutrition (6 indicators); rating scale from 1(lowest) to 5 (highest) ▪ Details: Average growth August – May: 0.84 (median growth 1.01). Growth of 0.5 or more: 67%”
<p>B2. Provide enrichment activities to increase health and nutritional awareness</p>	<p><i>At least 60% of regularly participating students will maintain high performance or improve their physical and personal wellness as measured by authentic assessment</i></p>	<ul style="list-style-type: none"> ▪ Of 302 students who were assessed, 277 or 92% presented high performance or increased their level of physical/personal wellness. Assessment: Rubric scale addressing physical education/movement (8 indicators); rating scale from 1(lowest) to 5 (highest) ▪ Details: Average growth August – May: 0.76 (median growth 0.89). Growth of 0.5 or more: 63%
<p>Goal C: Adult/family services</p>		
<p>Objective or planned activity</p>	<p>Details</p>	<p>Results for Year 1</p>
<p>B3. Provide adult and family services to increase parental involvement</p>	<p><i>At least 40% of regularly participating parents/family members will improve their involvement in their student’s education as measured by a perceptual survey</i></p>	<ul style="list-style-type: none"> ▪ Of 82 surveys returned at the end-of-year administration, four (4) or 5% of the family members surveyed indicated an increase in perceptions of parent/family involvement. Note: Perceptions of involvement across 7 indicators rated high or very high (99.1% as a baseline, 99.8% mid-year, and 97.1% at the end-of-year survey administration) ▪ Results from the Florida Dept. of Education (FLDOE) Adult/Family Member survey: 94.2% of 133 respondents were very satisfied or satisfied with 12 quality indicators for the program across 3 school centers (95.5% were satisfied with the program as a whole (58.6% <i>very</i> satisfied); 97.7% (staff’s warmth and friendliness), 93.1% (child’s improvement with homework completion), 91.0% (helping me become more involved with my child’s education) ▪ Further results from the Florida Dept. of Education Adult/Family Member survey: 53.1 % “have participated in any of the Adult Family Member events offered by the after school program,” 87.1% indicated the “events have been beneficial,” and 91.3% indicated they “would sign your child up for this program again.”

Evaluation of Additional Program Effects

Insights from parent/family member survey

A printed parent/family member survey was administered by the evaluators in November, January and May. Objective results are presented above under Goal C. Combined qualitative data are presented in the figures below. In Figure 1, academics clearly represent the strongest expectation for program benefits (*numbers on the vertical axis represent total responses across all surveys*). Similarly, homework assistance was selected as the most important reason for parents' enrolling students, with enrichment (arts, culture, music, physical/nutrition) as second most important. See Figure 2.

Figure 1.

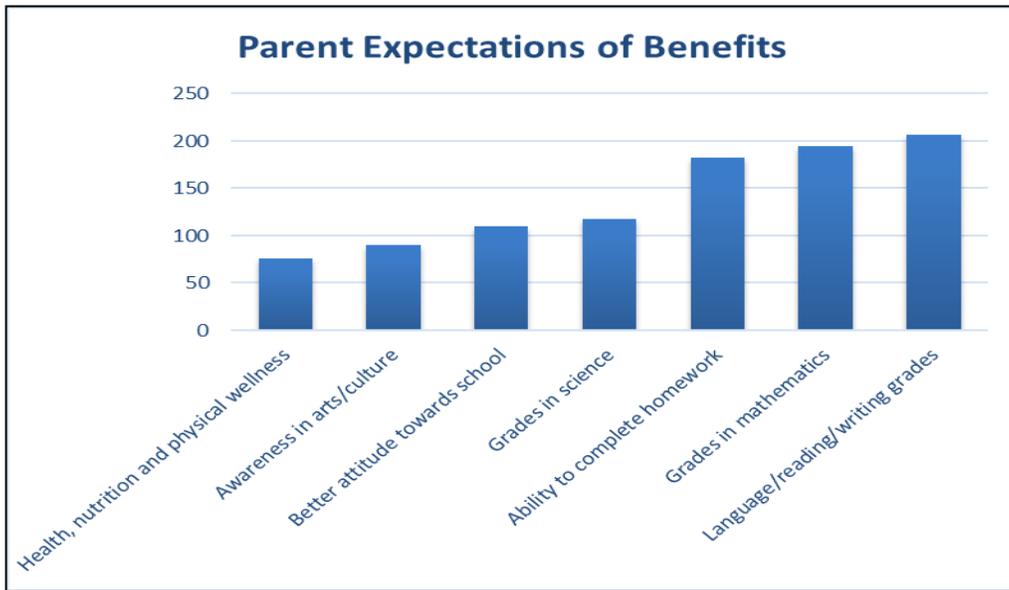
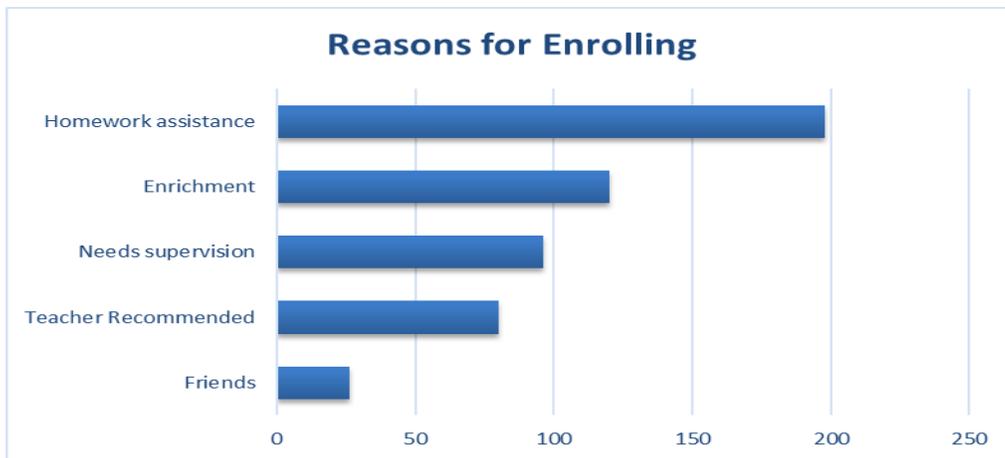


Figure 2.



These expectations are consistent with the perceived benefits indicated by parents on a separate survey administered from the Florida DOE where parents 93.1% of indicated respondents agreed or strongly agreed that the program improved homework completion.

Insights from teacher/staff member surveys

Program teachers only were surveyed and interviewed by the evaluators in February 2017. In addition, an electronic survey of all teachers was administered by the FLDOE in May. (For the FLDOE survey, all teachers in the school were invited to take the survey; results are discussed only for regularly participating students.) Asked about 12 performance indicators, teachers on average agreed that **56.8%** of students improved on academics, behavior, motivation, self-efficacy, etc., while **80.4%** either improved or did not need to improve. When rating parents' interests and/or involvement in child's schooling, teachers believed that 30.7% did not need improvement and **42.5% improved**. The highest rated impact of the program was **improved grades and learning (70.3%)**, with completing quality homework was second at 63.3% (20.3% did not need improvement in quality of homework.)

Insights from mid-year teacher interviews and site observations

Survey: Survey was conducted online via Survey Monkey Website. Open period: 3/30 – 4/7, 2017. Twenty-nine (29) staff responded: 24 teachers, 4 paraprofessionals, 1 administrator

Interviews/Site Visits: All interviews were conducted one-to-one employing the protocol below. Eighteen (18) staff were interviewed, 6 at Manatee Elementary (2/6/17), 5 at Daughtrey Elementary (2/7/17), and 7 at Palm View Elementary (2/8/17). Each interview lasted approximately 20 minutes; several teachers were interviewed while observing classroom/outdoor activities.

Years of Experience: *Range: 2-27 years Classroom Experience*

1. Descriptive: 80% of teachers had 6 or more years teaching experience; 75% taught academic subjects the after school program; 30% taught arts, PE and/or health/nutrition
2. Do you employ the **Lesson Planning** form provided by 21st CCLC? Is this tool adequate? *Approx. 60% of teachers reported using the 21st Century Lesson Planning form on a monthly basis with weekly updates as necessary. All teachers felt the tool was adequate and could be updated and altered if needed. Forty percent (40% of teachers did not use cooperatively developed lesson plans, but used their own plans or other instructional guides; 15% of teachers disagreed with the statement "lesson plans are provided to guide effective delivery of instruction")*
3. How often do you update **Lesson Plans** for the program?

Monthly with weekly updates as needed.

4. How do you communicate with regular **school day teachers** at your school regarding after school student progress or problems (meetings, phone, e-mail, text, etc.)? How often? *All teachers reported that their employment at the school made it possible to meet with regular day teachers on an as needed basis (most, once per week). Ninety-five percent (95%) agreed or strongly agreed that communication is frequent. This contact was personal conversations during the school day, but 50% also reported using e-mail as well, regarding such topics as homework and student progress. Many teachers (57%) reported teaching their students during the regular day, therefore knowing their needs and curriculum)*
5. How do you communicate with **parents** regarding after school student progress or problems (meetings, phone, e-mail, text, etc.)? How often do you communicate? *Most teachers reported that their contact with parents occurred at dismissal time on an as needed basis to discuss individual student issues. All teachers reported meeting with parents at special events. Nearly 90% of teachers agreed or strongly agreed that parents are frequently updated on activities and progress of students.*
6. Does the **after-school staff** at your school meet regularly? If so, how often do you meet? *Most teachers (56%) reported having 3 or more group/staff meetings since the beginning of the program; 41% stated 1-2 meetings. All teachers concurred that due to schedule constraints regular 21st CCLC staff meetings were difficult and that Teachers did report that they meet quite often with the Site Coordinators or in small groups to discuss scheduling of lesson. These are person-to-person meetings on a weekly basis.*
7. Do you communicate regularly with your **Site Coordinator**? How do you communicate? (meetings, phone, e-mail, text, etc.) *All teachers reported a great deal of contact with the Site Coordinator. Most stated that they talked with the Site Coordinator on a daily basis or at a minimum twice a week. The preferred mode of communication was person-to-person and e-mail has been used to order materials and make necessary schedule changes. All teachers were highly impressed with the Site Coordinators function.*
8. Have you attended any **professional development** sessions for this program? What topics are covered? What additional topics would you like to see covered?

Teachers reported minimal participation in professional development for 21st CCLC; however, 89% stated they received “adequate” training to be effective (e.g., materials usage for science instruction). Scheduling meetings were not considered professional development. At least three of the teachers would like to see some professional development time regarding sharing best practices among staff at participating schools.

9. Have you used any of the **rubrics** provided to you to assess students for progress reporting? Do these rubrics accurately describe what you are teaching? Are the rubrics consistent with the **Lesson Plans** you are using?

Approx. 45% of teachers reported using the Rubrics for progress reporting (rubrics are used only in health/nutrition/PE and arts/culture activities – not academics. Also, some of these activities are scheduled later in the year.)

- a. Is there anything that should be added to the rubric that would be helpful in the assessment of student level of performance? *Teachers suggested a crosswalk to state standards for progress reporting; several wording changes were suggested for clarification or fidelity to lesson details.*

10. Is the daily **schedule** of activities adequate for your instruction? If not, which areas need more or less time? *Nearly all (95%) of teachers felt that the schedule was adequate for the subject area instruction but mentioned that flexibility needed to be provided for those students who did not have adequate time to complete their homework.*

11. Is **staffing** for the 21st CCLC program adequate at your school? *Nearly all (93%) of teachers felt staffing was adequate although several mentioned that more help for homework completion would be a beneficial addition. Ninety-six percent (96%) agreed or strongly agreed that staffing was adequate “to maintain a safe and orderly environment.”*

12. Do you have adequate and appropriate **materials** for instruction? *Most teachers (86%) agreed or strongly agreed that materials provided by the program were both sufficient and appropriate for the program. Nearly 11% disagreed that materials were “appropriate, effective, in sufficient quantity.”*

13. What could be done to improve the 21st CCLC program at your school?

The teachers seemed pleased with the 21st CCLC program and aware of the constraints placed on such programs due to state funding requirements. The following suggestions were made for potential program improvement.

- *Consider earlier delivery of materials to schools (prior to program initiation) to make start-up classes easier.*
- *Increased staffing would allow for more student-teacher contact and addressing needs*
- *Plan some events that include all 21st CCLC school staff, students and families to create a sense of family among participants.*
- *Make sure homework assistance time is sufficient for every child even if it means more staff or schedule adjustment for those students that need such help.*

- *Increase adult-student ratio for homework help and classroom assistance.*
- *Increase parent attended events to a monthly schedule.*
- *Increase lesson plan sharing among schools to enhance each program area. Share the best.*

Additional findings and recommendations indicated by interviews, survey and/or direct observation of classrooms and other activities (homework assistance, snack time, outdoor sports/PE, crafts/arts)

The schedule reflected the following activities, in sequence: assembly and attendance taking in school cafeteria, concurrent with or preceding a snack or early dinner (varied by school). Homework time followed the snack, with a few teachers or paraprofessionals on hand to assist with homework. At Daughtrey and Manatee, students remained in the cafeteria for homework. At Palm View, some students remained; others broke out to other rooms for homework. At Daughtrey, the cafeteria was noisy, partly due to the presence of a Boys & Girls Club group who were less supervised than the 21st Century group. At Manatee, students were quietly engaged in homework, but more positive methods should be explored for correcting behavior.

Homework assistance: A number of students, particularly observed at Manatee Elementary, were struggling with homework lessons. At least one teacher remarked that more assistance would be very helpful (observed ratio was about 6-1). Possible strategies to explore for the future: Facilitating students from upper grades (who have completed their homework) to assist younger students; peer grouping; recruiting volunteer students from middle or high schools (community service credit) to assist. Strategies observed at Palm View included: Teacher/paraprofessional working with a cluster of 2-3 students with same homework; upper-class and peer tutoring. **Promising practices:** At one school, when students complete homework, they practice math on a Web-based program (game) focused on State standards. Other teachers were observed using a reward system for completing homework tasks, providing an attractive/fun activity to reinforce homework persistence.

Lesson Plans: The use of Lesson Plans was observed, especially in the enrichment portion of the program. (see earlier teacher comments)

Rubrics: Teachers agreed that rubrics are relevant to instruction and lesson plans. Several suggestions for revision were provided.

Communication with school day teachers: Academic teachers agreed that they determine the focus of lessons in mathematics and language arts by talking with students' school day teachers: focusing on difficult concepts, reinforcing concepts, focusing on areas of need from State testing.

Academic instruction: A range of instructional strategies were observed. In one math lesson, students were completing math problems in a workbook as the teacher provided guidance on a display screen (seemed like a regular school day lesson); in others, students were engaged in activities involving drama, poetry, games, writing, etc. One teacher remarked that 21st Century lessons should have a different format from the school day to address academic content: different materials, readings, learning designs, engagement strategies. Some teachers appear to be simply extending their school day methods through the after-school program.

Enrichment activities: Several outdoor and indoor activities were observed, including gardening, physical education/sports, music, art, and crafts. Students were enthusiastic, engaged and focused on learning in these activities (PE/sports only observed one school; others observed at all three of the schools). Several activities included a multi-cultural component, focusing on arts, music, or dance from other cultures. Academics as well as enrichment were offered on a daily basis.

Cultural awareness: Culturally focused activities (as observed) focused on Hispanic/South American/African cultures, primarily. This is probably reflective of school demographics (Hispanic/Black). What other cultures are represented on these campuses? E.g., Asian, Middle-Eastern, Eastern European

Overall Findings and Conclusions

Context and Need

The student and community needs, upon which the program is based, are current and are clearly demonstrated and addressed in the grant planning documents. The targeted school sites have unique needs, both due to socio-economic factors as well as its geographic and cultural/ethnic uniqueness. The school sites along with other community centers are providing a much-needed support system for students and their families.

Program implementation and performance

Activities related to Goals A, B and E were implemented as planned, and available data initially indicate successful outcomes. Parent and student reactions to programs are positive across all sites, and participation is at planned levels. In addition, program funds are being expended efficiently and are almost totally allocated to student services (administrative costs are minimal or are contributed by the district). Under the umbrella of a set of overly comprehensive grant goals, the 21st CCLC sites are offering an appropriate balance of academic, recreational, enrichment, and health/nutrition programs for students, with additional impacts realized for parents and families.

Students presented academic performance gains which are supported by the program. Overall school data are available for social/health/behavioral indicators, and many of these measures indicate positive trends (e.g., drug and alcohol use in middle school). However, these data are not necessarily sensitive to before/after-school or summer programs, and in many cases are also impacted by changes in policy or reporting protocols, thereby invalidating longitudinal trend analysis.

Funding and Resources

Two reviews of the program budget were conducted to monitor expenditures compared to the original application and the budget approved by DOE upon funding. The first review was conducted in January 2017 and indicated that all schools were within budget constraints at that time. Approximately 48% of funding was expended at that time and only one budget category was minimally out of balance but no budget amendment was necessary and the category was back in balance by the following month. Personnel changes at the school sites had caused the imbalance and other categories were within the anticipated levels.

The second budget review was conducted with the assistance of the program coordinator during the first week of August 2017 based on financial reports dating from 06-30-2017. Although the project funding year did not end until 07-30-2017, the expenditure report is considered to be an accurate reflection of the budget status at the end of the 1st project year and is the latest document available. The report indicates that the project has not expended the entire amount of funding largely due to balances remaining in school level salary, professional development and materials line items. At this time approximately nine percent (9%) of the budget remains undisbursed although the indirect costs, and at least one contract have not been disbursed. Conversations with the program coordinator indicate that the unexpended funds resulted from personnel changes at the school level, professional development activities paid through district funds and lack of timely ordering of some program materials at the school level. Recently DOE provided a “no cost extension” allowing funds not yet encumbered from project year 1 to be dispersed through August 31, 2017. Monies can be spent on startup needs and salaries for the first half of August for the 2017-18 school year.

The project has functioned within funding parameters established by the district and DOE. There were no requests for budget amendments during the year.

Additional recommendations – future program improvements

1. No major curricular or instructional program changes are indicated by the academic performance data or formative implementation reviews (relates to English Language Arts, Mathematics and Science. Formative evaluation reviews indicate the need for targeted adjustments in training and strategies for sharing best practices. The majority of students improved grades in all academic areas.
2. Observations indicated that in several classrooms, academic lessons seem to follow lesson designs very similar to regular day lessons (materials, teaching activities, student activities). Academic lessons, to the extent possible, should be delivered via different format from regular day, probably through different materials and media, including increasing the “fun”, engaging, multi-sensory methods of instruction. In some cases, this change needs to be a directive, in others, teachers need to be given examples, training, and/or coaching in these kinds of delivery. We recommend strategies/professional development to facilitate the sharing of best practices/examples across faculty.
3. Additional strategies need to be explored for homework assistance to ensure that resources to assist students are maximized; new resources (e.g., personnel) need to be explored. Many students were observed experiencing frustration during homework time with no one to assist. Suggestions appear above. Also, the homework area needs to be somewhat quiet (except for peer and group tutoring). Breaking groups out from the cafeteria is one option.
4. For enrichment areas (health, PE, nutrition, arts, culture) Minor revisions to the rubric are needed – or, a different system of assessment needs to be explored altogether. The rubrics are being used properly to guide instruction and for assessment in by some teachers, but many find the rubrics too complex or cumbersome.
5. Explore better methods for data collection and recording of student parameters. Enrollments fluctuate and the lack of a consistent database of students makes data manipulation and computation difficult.

Conclusions

The 21st CCLC project is offering an appropriate balance of academic and enrichment programs, and is applying limited resources efficiently to benefit many students. Available outcome data indicate that the program is providing effective support for academic growth – which in great measure may be attributable to the staff of qualified/certified teachers, paraprofessionals and the application of effective instructional approaches.