

First Written Formative Evaluation Report
21st Century Community Learning Centers Program
Community-Based Project #52J-244OA-OPCC1

Date of Report: January 15, 2010

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This report is available on the following web sites:
Juvenile Welfare Board: <http://www.jwbpinellas.org>
Coordinated Child Care of Pinellas County, Inc.:
<http://www.childcarepinellas.org>
City of St. Petersburg: <http://www.stpete.org>
YMCA of Greater St. Petersburg, Inc.: <http://www.stpeteymca.org>

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This is the First Written Formative Evaluation Report, submitted to the Florida Department of Education (FDOE) in compliance with Awards #52J-244OA-OPCC2 (School-Based Project) and #52J-244OA-OPCC1 (Community-Based Project) for the 21st Century Community Learning Centers Program (21st CCLC). It describes formative/ongoing evaluation efforts that took place from August 21, 2009 (date of award from the FDOE) through October 31, 2009.

The terminology used in this report is as follows. The “grantee” refers to Coordinated Child Care of Pinellas County, Inc. Sub-grantees operating school-based programs are: the YMCA of the Suncoast (Tarpon Springs Middle School); R’Club (Oak Grove Middle School), and the YMCA of Greater St. Petersburg (Bay Point Middle School). Sub-grantees operating community-based programs are the YMCA of Greater St. Petersburg (Childs Park YMCA) and the City of St. Petersburg (Walter Fuller Recreation Center).

This report is organized in a format that includes all required elements, as outlined in the FDOE RFP. For ease of reading, a question-and-answer format, supplemented with summary tables, are used.

Question 1. How often was formative/ongoing evaluation completed by the program?

The program’s formative evaluation is an ongoing process. It began shortly after the grantee received the award notice, and continues to the present time. During the reporting period of this report (August through October, 2009), the formative evaluation used several sources of information to assess implementation progress. The evaluator anticipated using information collected for administrative purposes to assess progress toward implementation: documentation required by sites to submit to the grantee; agendas, sign-in sheets, and minutes of partner meetings; notes from meetings of grantee staff and the evaluator; and notes from informal telephone or face-to-face discussions between the Project Administrator and the evaluator.

Question 2. What specific data were collected for the purpose of ongoing/formative evaluation efforts? Include a timeline of when data were collected.

Table 1 outlines specific data collected, and the timeline of data collection.

Table 1. Data Collection Schedule

Data	When Data Were Collected
<p>A. Grantee staff:</p> <p>Recruitment methods, hiring, and background screening</p>	<p>At time of advertisement, at time of interviews, at time of hire</p>
<p>B. Sub-grantee staff:</p> <p>Recruitment methods, hiring, and background screening of Site Directors, Youth Development Specialists, and Tutors</p>	<p>Recruitment and hiring information gathered retrospectively, at January 13, 2009 meeting of partners</p> <p>At time of hire, tutors complete a contract, and a copy of their Professional Educator’s Certificate from the State of Florida Department of Education is provided to the Project Administrator.</p>
<p>C. Hours of program operation</p>	<p>Sites submit copy of weekly activity calendar to Project Administrator on a weekly basis.</p>
<p>D. Youth Enrollment and Attendance Data (hard copies completed by each site; data entered into SAMIS)</p>	<p>Sites record data beginning on day of site opening and for every operational day. Sites record information twice a day to track before- and after-school attendance. Sites submit hard copies of attendance data weekly to Project Administrator.</p> <p>Email correspondence and handwritten notes about the set-up of SAMIS to collect data on the five sites. Beginning 9/9/09 and occurring continuously through the present time.</p>

Table 1 (continued)

Data	When Data Were Collected
<p>E. Academic achievement: Report card grades or FCAT scores in Language Arts, Math, or Science, or individualized evidence-based Renzulli individualized assessments.</p> <p>Activities to support goals and measurable objectives:</p> <p>a) Homework Assistance, 30 minutes Monday-Thursday throughout the school year</p> <p>b) <i>Renzulli</i> Learning System (evidence-based technology), 45 minute sessions twice weekly throughout the school year</p> <p>c) Small group tutoring in reading, math or science based on individualized academic needs, twice per week throughout the school year</p>	<p>Process of obtaining cooperation from school system began prior to award notice and was re-initiated after grant award notification was received. Request to Conduct Research in Pinellas County Schools application completed after 10/31/09. Application to Juvenile Welfare Board's Institutional Review Board (requirement of evaluation contract) completed after 10/31/09.</p> <p>a) Sites submit copy of weekly activity calendar to Project Administrator on a weekly basis.</p> <p>b) Not applicable for this reporting period (<i>Renzulli</i> was implemented after 10/31/09).</p> <p>c) Contractual Hours Time Sheets are completed by each tutor daily and sent to Project Administrator weekly. Time Sheets show name of tutor, site, date and hours tutor worked each day, and in most cases, the names of the youth who were tutored on that day.</p>
<p>F. Improvement in student behavior: school attendance reports</p> <p>Activities to support goals and measurable objectives:</p> <p>a) Character Education, weekly b) Enrichment activities, weekly c) Team building, weekly d) Serve as member on Youth Leadership Team, On going</p>	<p>a-d) Sites submit copy of weekly activity calendar to Project Administrator on a weekly basis.</p>

Table 1 (continued)

Data	When Data Were Collected
<p>G. Improvement in youth health and well-being: engaging in strenuous cardiovascular activity as measured by the System for Observing Fitness Instruction Time (S.O.F.I.T.), and making healthy life choices as measured by the C.A.T.C.H. Health Behavior Questionnaire</p> <p>Activities to support goals and measurable objectives:</p> <p>a) C.A.T.C.H. (Coordinated Approach to Child Health) Middle School curriculum, at least twice weekly for 30 minutes</p> <p>b) Outdoor team sports and recreational activities to promote movement, at least twice weekly for 30 minutes</p>	<p>a-b) Sites submit copy of weekly activity calendar to Project Administrator on a weekly basis.</p>

Table 1 (continued)

Data	When Data Were Collected
<p>H. Family engagement: Family participation in program activities</p> <p>Activities to support goals and measurable objectives:</p> <p>a) Orientation/Open House, invitations will be sent to parents and school staff</p> <p>b) Family Night, youth showcase.</p> <p>c) Guest speakers from the community and/or county services will be invited to facilitate workshops based on parent interests or services needed; one workshop per quarter</p> <p>d) Linkages for ESOL/GED classes, as needed</p>	<p>a-d) Sites submit copy of weekly activity calendar to Project Administrator on a weekly basis.</p>
<p>I. Family engagement: Family involvement in regular-school activities</p> <p>Activities to support goals and measurable objectives:</p> <p>a) Homework tip-sheet, Bimonthly in newsletter</p> <p>b) Tip-sheet on how to deal with the school</p> <p>c) Announcement(s) of school events</p>	<p>a-b) newsletter distributed to parents every other month</p> <p>c) Included in copy of weekly activity calendar sites submit to Project Administrator on a weekly basis.</p>

Each item in Table 1 is described below.

A. Recruitment methods, hiring, and background screening of grantee staff:

The grantee has agency policies in place for recruiting, hiring, and conducting background screening of staff. Agency procedures include providing letters of offer to all final candidates. Copies of these letters of offer, along with the qualifications of staff hired, are maintained in the grantee's files.

B. Recruitment methods, hiring, and background screening of sub-grantee staff:

Site Directors and Youth Development Specialists were recruited internally by each sub-grantee. Tutors were recruited by sub-grantees through the school system.

By October 31, 2009, a total of six tutors had been hired, and three were tutoring students on a weekly basis. Areas of certification among tutors vary: one is certified in middle grades integrated curriculum (grades 5-9) and exceptional student education (grades K-12); a second is certified to teach English (grades 5-9), Journalism (grades 6-12) and Mathematics(grades 5-9); a third is certified in Specific Learning Disabilities (grades K-12); a fourth in Elementary Education (grades K-6), Reading (grades K-12), and Social Science (grades 6-12); and a fifth is certified in English (grades 5-9), English to Speakers of Other Languages (ESOL; grades K-12), and has a Reading/Endorsement certification. (Documentation of current FDOE certification for a sixth tutor was not available at the time of this report; however, the Project Administrator indicates this teacher is certified.)

C. Hours of program operation:

Site operating hours proposed in the application were modified slightly post-award to take into account early release days that occur each Wednesday that schools are open. Hours of operation at each site are available from the weekly calendar submitted to the Project Administrator.

D. Youth enrollment and attendance data:

Data on enrollment and attendance were collected at each program site as youth were enrolled in the program. This information was not required to be entered into SAMIS until December 1, 2009. The grantee requires sub-grantees to maintain hard-copy logs of this information (i.e., sign-in sheets). (This policy of retaining attendance records also is a policy of each sub-grantee agency.) Hard copies were reviewed by the evaluator to assess youth attendance.

E. Academic achievement: Report card grades or FCAT scores in Language Arts, Math, or Science, or individualized evidence-based Renzulli individualized assessments.

Data are available from data preparation clerks located at each school. An application to conduct research in Pinellas County Schools (PCS) has been submitted for review; its

decision is pending at the time of this report. PCS has been and remains a partner in this initiative since its very beginning. Although from PCS is anticipated, PCS has requested that the program not obtain information from the data preparation clerks until formal approval is received.

Renzulli data also are being collected as part of the ongoing evaluation, but the Renzulli system was not operational before 10/31/09 due to the need for completion of hiring of staff prior to commencement of the Renzulli training. The grantee scheduled Renzulli training for a date in early November in order to provide sufficient time for all tutors to have been hired. Renzulli training was scheduled for November 2 and November 5, 2009.

Sites submit their weekly calendar to the Project Administrator. The calendars show the days of the week on which homework assistance is scheduled, and the period of time for which homework assistance is available.

The grantee has a signed contract in place with each tutor. That contract states the amount of pay the tutor will receive per hour and how the tutor will document his or her time in order to be reimbursed by the grantee.

F. Improvement in student behavior: school attendance reports

As described in Section F above, data are available from data preparation clerks located at each school. The evaluator is not obtaining information from the data preparation clerks until formal approval is received.

G. Improvement in youth health and well-being: Engaging in strenuous cardiovascular activity as measured by the System for Observing Fitness Instruction Time (S.O.F.I.T.), and making healthy life choices as measured by the C.A.T.C.H. Health Behavior Questionnaire.

The S.O.F.I.T. is an observational tool, and the Health Behavior Questionnaire is an instrument that measures children's self-reported health behaviors.

H. Family engagement: Family participation in program activities. Systematic data were not available for review at the time of the writing of this report.

I. Family engagement: Family involvement in regular-school activities. Systematic data were not available for review at the time of the writing of this report.

Question 3. When the data were analyzed, what were the findings with respect to consistency of the approved grant application?

The findings are consistent with the approved grant application.

The grant application was formally approved on December 11, 2009. Contracts with agencies were formalized in December, 2009.

The following elements of the program are consistent with the approved grant application:

1. At least three (3) active 21st CCLC staff members must attend Florida's 21st CCLC State Conference in October, 2009, in Orlando, Florida. The 21st CCLC Project Director must attend the State Conference.

Active 21st CCLC staff who attended FASA included the Project Director (C. Shelp, Project Administrator), the Program Manager of Youth Services (S. Carie), and the Assistant Executive Director (D. Oakes). In addition, 9 staff representing 4 of the 5 sub-grantee sites attended FASA.

2. Grantee and sub-grantee staff have been recruited, hired, and background screening has been performed.

3. The sites are operational in planned schools and community-based settings. Sites are serving middle grade students. Students are receiving homework completion and tutoring assistance, and equipment has been ordered, purchased, and, with one exception (internet connection at Bay Point) are operational.

4. Tutors are certified teachers

Documentation is available for five of the six tutors, showing certification for middle school-age students. All contracts with tutors show they are paid \$30.00 per hour; this is consistent with the approved grant application.

5. Hours of operation

Hours on activity calendars are consistent with proposed hours of operation.

6. Achievement, school attendance, and disciplinary referral data from school systems

Approval from PCS has been sought, and data will be obtained once approval is received.

One area that is not completely consistent with the approved grant application is with respect to the measurable objectives in place for measuring improvement in youth health and well-being. These measurable objectives are a) Engaging in strenuous cardiovascular activity as measured by the System for Observing Fitness Instruction Time (S.O.F.I.T.), and b) Making healthy life choices as measured by the C.A.T.C.H. Health Behavior Questionnaire.

The S.O.F.I.T. is an observational tool, and the Health Behavior Questionnaire is an instrument that measures children's self-reported health behaviors.

The evaluator researched the Health Behavior Questionnaire (HBQ) in order to develop the measurable objective in SAMIS. She learned that the HBQ is not appropriate for administration to a middle school-age audience. The evaluator shared information about HBQ with the grantee personnel. The evaluator did further research on whether other questionnaires were available to measure youths' knowledge and enactment of healthy behaviors. She identified an alternative measure that included a component on knowledge of nutrition. This led to a realization that the C.A.T.C.H. curriculum as designed for middle school students currently does not have a nutrition component. The evaluator recommended to the Project Administrator that the grantee set up C.A.T.C.H. training and to inform the C.A.T.C.H. trainers that the program is interested in ensuring the nutrition/healthy behavior info is also done by the youth development (YD) staff.

A second issue that arose with the C.A.T.C.H. curriculum is the use of the S.O.F.I.T. (System for Observing Fitness Instruction Time) to measure youths' cardiovascular activity. The evaluator learned that S.O.F.I.T. training costs over \$3,000, and this training was not budgeted in the 21st Century grantee application. Together with the C.A.T.C.H. trainer, the evaluator explored and found what appears to be a more feasible method for observing students' physical activity that is a modification of the S.O.F.I.T.

Question 4. Do the results of data analyses show progress towards approved program's objectives?

Yes. Two of the three school-based sites opened in October. The third school-based site made significant progress toward opening.

R'Club anticipated opening its site at Oak Grove Middle School on October 5th, and that goal was met. By October 12, youth were receiving tutoring services from a certified teacher. Similarly, the YMCA of Greater St. Petersburg anticipated opening its site at Bay Point Middle School on October 12th, and that goal was met. Within a week of site opening (October 19th), students were receiving tutoring services. The YMCA of the Suncoast was asked by the school principal to delay opening its site at Tarpon Middle School until after an event took place in late October. The site was scheduled to open on November 2nd.

The City of St. Petersburg anticipated opening the Walter Fuller Recreation Center site on October 5th, and that goal was achieved.

The YMCA of Greater St. Petersburg hired staff, including a tutor certified in middle grades integrated curriculum (grades 5-9) and exceptional student education (grades K-12). The site opened after 10/31/09.

Student Attendance: Data on average daily attendance and enrollment at each site.

SAMIS data show that as of October 31, 2009, a total of 54 youth were enrolled in the school-based program. There were 27 youth enrolled in the R' Club site (Oak Grove

Middle), and 27 enrolled in the YMCA of Greater St. Petersburg school site (Bay Point Middle).

The Average Daily Student Attendance for Oak Grove Middle School for October, 2009 showed the following: 13.89 before school; 10.89 after school; 2 for weekend/Holiday, and no students for summer. These numbers reflect, respectively, 24.81%, 22.70%, 10.00%, and 0.00% of the proposed daily attendance. The Average Daily Student Attendance for Bay Point Middle School showed the following: 13.71 before school; 14.5 after school; 4 for weekend/Holiday, and no students for summer. These numbers reflect, respectively, 24.49%, 29.59, 20.00%, and 0.00% of the proposed daily attendance. These numbers and percentages are not unusual, given they represent less than one full month of operations.

Among community-based programs, the Average Daily Student Attendance for Walter Fuller data showed the following: 26.05 before school; 26.15 after school; 11 for weekend/Holiday, and no students for summer. These numbers reflect, respectively, 93.05%, 118.66%, 110.00%, and 0.00% of the proposed daily attendance. The Childs Park site was not yet operational by October 31, 2009 and therefore, no students were yet enrolled in the program.

Program Operation: Synopsis of current level of operation at each site.

Synopsis of Middle School Program.

Oak Grove Middle School: Two tutors began working with students one week after the site opened. One tutor is certified by FDOE to teach English, Grades 5-9; Journalism, Grades 6-12; and Mathematics, Grades 5-9. A second tutor is certified in Elementary Education, Grades K-6, Reading, Grades K-12, and Social Science, Grades 6-12. Detailed data on hours of homework completion assistance was not available for Oak Grove at the time this report was written.

Bay Point Middle School: At Bay Point, a tutor also began working with students one week after the site opened. The tutor is certified by FDOE to teach Specific Learning Disabilities, Grades K-12. Homework assistance is scheduled for before school and after school (half-hour each time) for week of 10/19; homework assistance is scheduled for before school and after school (half-hour afternoon only) for week of 10/26.

Tarpon Springs Middle School: Although the third middle school did not open until November, the tutor hired is a teacher at Tarpon Springs Middle School. Detailed data on hours of homework completion assistance was not available for Tarpon Springs at the time this report was written.

Synopsis of Community-Based Program.

At Walter Fuller Recreation Center, tutoring began one week after the site opened. The tutor is certified to teach English (Grades 5-9), English to Speakers of Other Languages (ESOL) (Grades K-12), and has a Reading/Endorsement certification. Walter Fuller scheduled two sessions of homework, each of half-hour duration, 3 days a week for October afternoons and homework four days a week for October in the morning.

Two school sites and one community-based site became operational in October. The first school grading period ended October 2, 2009. An insufficient amount of time has passed since these sites opened to assess progress in student achievement by October 31, 2009.

Question 5. What recommendations are being made as to how the program can enhance or revise services and/or strategies to increase potential success of the program and participants?

A. Develop implementation objectives that are measurable and have specific time frames for completion.

A specific implementation timeline was never created—it does not exist in the approved grant application. The application stated this would be created, and it would be a valuable guide to gauging implementation progress to complete this task.

Enrollment has lagged at one site, though the numbers of students enrolled is growing. CCC and its partners should identify together clear and reasonable targets for enrollment by, for example, three months post-site opening, 6 months post-opening, etc.

B. There is a need to observe and collect information on how the Renzulli Learning System is being used by tutors and students, as well as whether and how site directors are monitoring this process.

Academic achievement objectives for the 21st CCLC are to improve students' skills in Language Arts, Reading, and Science. Tutors' skill sets, as evidenced by the subject areas in which they are certified, are consistent with the goals of the program. However, the fact that no tutors are certified in Science raises the question about how well the program will be able to improve students' science aptitude. The Renzulli system appears to be teacher- and student-friendly, and it includes a large number of activities tied to science. Homework completion assistance in Language Arts, Math, and Science; the activities that tutors choose to assign to students with the Renzulli system, and students' academic progress in Language Arts, Math, and Science, will be an area of study for the evaluation as the project moves forward. In addition, the evaluation will examine the feasibility of getting documentation on the subjects in which staff is providing homework assistance.

C. There is a need to know more about whether and how the C.A.T.C.H. program is being implemented. It is recommended that the evaluator observe sites to see answer this question.

D. The grantee should request a modification from the FDOE of the measurable objective (Health Behavior Questionnaire) on C.A.T.C.H.

E. Create a checklist of items to obtain at time of hire. For tutors, this should include current Professional Educator's certificate, copy of Level II background screening results, current full-time employment status (e.g., is currently a teacher at a middle school and title at school), and resume. Get documentation of training that each staff member has received.

F. Create a checklist of information needed from each site, and when it is to be received. This is especially important given the significant amount of documentation required for the 21st CCLC. For example, systematic data on sites' work with respect to achieving parent engagement and involvement goals was not available at the time of this report. A data grid needs to be developed to ensure that every type of information needed for future evaluation reports is collected and hard copies are available in the grantee office for evaluator review.

G. Create a manual for sites that shows all the items each site needs to complete, and train sites in using this manual.

H. Document recruitment processes that have occurred since start-up. It is important to have a record of methods that have been used, including what seems to be working, and what appears not to work well. This information can and should be shared across sites.

I. Document instructions (or create a diagram) for capturing teacher and family referrals. Initially, some tutors were referring youth to the program. At a subsequent partner meeting, the referral process was clarified, and the issue of tutors referring students to the program was stated as a potential conflict of interest.

J. Learn more about and ensure documentation of communication of site directors with school personnel, especially the level of communication between tutors and regular school teachers about the specific needs of youth and the progress youth are making.

K. Develop a sustainability plan soon, as required by the FDOE.

Question 6. How will the results of the formative/ongoing evaluation(s) be disseminated to 21st CCLC teachers and staff (and potentially other stakeholders)?

This report will be shared with Site Directors and their supervisors. Also, it will be posted on the following websites: Coordinated Child Care of Pinellas, Inc., R'Club, Inc., City of

St. Petersburg, Inc., YMCA of the Suncoast, Inc., YMCA of Greater St. Petersburg, Inc., and the Juvenile Welfare Board Children's Services Council. Hard copies of the report (at no cost) will be available to parents and guardians at each of the 21st Century Community Learning Centers sites. The report will be posted in .pdf format and a free downloadable version of Adobe will be available as well. The cover page of the report also will note where it can be downloaded. Site Directors will share hard copies with their site staff and will provide a hard copy of the report to principals of the middle schools in which their 21st CCLC site is located. An electronic link to the report will be shared with these principals, with the request that this link be shared with all teachers.

A summary of the report, and a copy of the full report, will be presented to the JWB Board of Directors at its February 2010 meeting.