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The Impact of 21st Century Community Learning Centers on Middle Schools in Seminole County

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THE IMPACT OF 21ST CENTURY COMMUNITY LEARNING CENTERS ON MIDDLE
SCHOOLS IN SEMINOLE COUNTY

by

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ABSTRACT

The objective of the study was to research the impact 21st Century Community Learning Centers (CCLC) has on Title 1 middle school students in Seminole County. A mixed methods design was used to interview and survey teachers working for the after-school program, and student data was collected to assist in identifying the impact of the program. Initially, interviews were conducted to research the implementation of the program. Following interviews, willing participants completed the survey sent out to all middle school teachers who work for 21st CCLC. The survey investigated how the vision of the program was presented to staff and students. Data was then collected from middle school students attending the program from 2015 to 2017. The data collected was used to research whether there was a correlation between students' attending the after-school program and their Florida State Assessment (FSA) scores as well as their grade point average (GPA) in school. Qualitative data was collected and coded from teachers. There was a variance between each site on the implementation and vision of the after-school program as stated by the grant. Student data displayed that there was no correlation between students' attending the program and FSA scores. There was a correlation between students' GPA and their attendance at the after-school tutoring program. Further investigation is necessary to research larger sample sizes outside of Seminole County.

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CHAPTER ONE: INTRODUCTION

21st Century Community Learning Centers (CCLC) is a tutoring program that is centered on providing students in high-need, high-poverty communities the opportunity to participate in an after-school program (U. S. Department of Education [DOE], 2015). 21st CCLC is currently funded under the Every Student Succeeds Act (ESSA) signed into law by former President Obama (DOE, 2017). The program's main goals are to support students in high-poverty, low-performing schools, provide additional services to assist in academics, aid in educational development through families, and expand learning opportunities for students (Florida Department of Education [FLDOE], 2018).

Nationally, approximately 1.5 million students attend 21st CCLC (American Institutes for Research [AIR], 2015). According to the AIR (2015), this tutoring program's funding varies from small schools to large multi-site schools offering various activities within the program. 21st CCLC's diverse funding locations make it difficult to assess the impact of the program. Based on data collected by the grant researchers nationally, the program has succeeded in the following areas: increased state assessment scores in reading and math, gains in cumulative grade point averages and the number of credits earned, decreased school-day disciplinary referrals and absences, a rise in motivation and attentiveness in schools, and a 70% increase in of states that have provided students with ways of improving their actions in school while attending the program (AIR, 2015).

Current allocations for the grant are produced by a formula and divided into each state (DOE, 2018). Proposed allocations for the 2017-2018 school year nationally are from $825,237,084 to $856,922,638 to be split between elementary and secondary levels throughout

the state of Florida (DOE, 2018). The grant researchers look at the previous year's data collection for each county to generate the next year's distribution amount.

<u>Problem Statement</u>

Spring Creek, Big Cypress, and Ocean Breeze Middle Schools participate in 21st CCLC throughout the school year and in the summer. Is 21st CCLC positively impacting student achievement at the three Title 1 middle schools in Seminole County? This dissertation in practice examines the implementation and vision of the program at Spring Creek, Big Cypress, and Ocean Breeze by inspecting their approach and vision to carry out the grant's requirements. The data provided is inconsistent, and exiting literature seems biased; therefore, continued expenditures on this program should be based on justified evidence or proof.

Data collected from sixth through eighth graders in the 2015-2016 school year at Spring Creek Middle School in Seminole County indicated that students are failing Florida State Assessments (FSA) in reading and math. Out of 154 students who participated in the 21st CCLC program from 2015 to 2016, 115 of them failed the reading FSA (FLDOE, 2016). Another program with a similar goal that is prominent in northeast Florida also reported that although academic instruction is the most important aspect of their program, students are still struggling with assessments (Hall, Williams, & Daniel, 2010).

This research will examine the program by studying 21st CCLC's approach, their vision, and the schools' implementations of the program. Only the vision and the implementation of 21st CCLC at Spring Creek, Big Cypress, and Ocean Breeze Middle Schools were investigated to assess the impact on students. This researcher will investigate the implementation of the program at each school, determine whether the school believes in the program, and compare the implementation of the program versus other middle schools in Seminole County.

Significance of the Problem

21st CCLC was created to provide academic enrichment opportunities after school for students who attend high-poverty, low-performing schools. The goal of the program is to help students meet state standards in their core classes (DOE, 2011). Data collected by the grant researchers from 2015 to 2016 indicates whether students have accomplished the objectives of the program: focus on educational and social benefits, increase in attendance and academic performance, and improvement in the efficiency of the program (DOE, 2011). Surveys and interviews were given to staff members involved in 21st CCLC during the 2015 school year. Data was used from 21st CCLC performance report at the end of the school year and compared with data collected at Spring Creek. New objectives have been created since this data collection; therefore, new data will need to be collected and analyzed.

Nationally, 21st CCLC is adhering to the grant's requirements. This study will examine the teachers and students who attend and work for 21st CCLC at Spring Creek, Big Cypress, and Ocean Breeze Middle Schools. This dissertation in practice is looking for the impact 21st CCLC has on Spring Creek, Big Cypress, and Ocean Breeze Middle Schools based on the implementation and vision required by the grant. Surveys and interviews were taken from teachers who work within 21st CCLC at each site. Data was collected from students who attend the program using the deliverables that the grant already requires the program to collect.

Exploratory/Research Questions

In order to answer the following research questions (Table 1), data was collected and an analysis was performed:

Table 1
Research Questions

Research Questions	Data Source	Analysis
Do students perform better on the FSA after attending the program?	Deliverables	Wilcoxon sign rank test
Does attendance in the program predict student GPA?	Deliverables	Regression
Is ____ following the implementation of the program according to the grant requirements?	Teacher interviews Observations	Coding
Is the vision of the program according to the grant followed at ____?	Teacher survey	Coding

Conceptual Framework

The conceptual framework helps researchers identify how a research problem can be explored. The framework focuses on specific variables that will assist in identifying relationships between different data sets within one research study. Conceptual frameworks evolved from empirical analysis and are based on an evidence-based design process to help increase results from the data set (Gummer & Mandinach, 2015).

This framework is used to enable a more thoughtful and defensible mixed-method inquiry for the researcher (Greene, Caracelli, & Graham, 1989). This framework is meant to help foster learning and support change within education (Farrell & Coburn, 2017). Therefore, for this research study, the conceptual framework was used to create a figure that assisted the researcher in deciphering the construct, domain, and inquiry cycle prior to conducting research (Gummer & Mandinach, 2015). Within the context of this study, the conceptual framework will explore the implementation and vision of the program as well as the cognitive and social effect this program has on students attending the after-school tutoring program. After consulting with Gummer and Manndinach (2015) and their use of a figure for this framework, a model was created to help inform others of the construct of this study (Figure 1). A domain analysis was used to create

Figure 1 to help represent the various stages within the study. The domain analysis for this study focused on the impact 21st CCLC has on students. This analysis was created to represent diverse aspects of the program that affect student success. The overarching construct examined was 21st CCLC. The content knowledge gained from this study will help generate and identify data collection sources. It will also frame future research inquires and questions.

Impact 21st CCLC Has on Students

↙   ↓   ↘

Vision of Program → Implementation of Program → FSA & GPA Student Data

↓   ↓   ↓

Identify Impact → Frame Questions → Use Data → Transform Data to Information → Evaluate
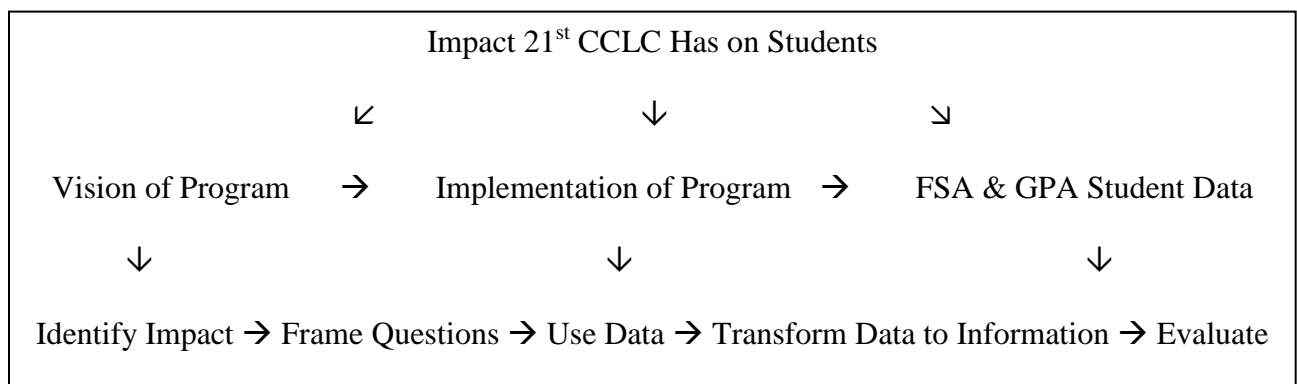
Figure 1: Organization of Mixed Methods Structural Framework

This framework will guide readers in understanding the scaffolds that were created to provide clarity to research questions and lead to a better understanding of the study (Farrell & Coburn, 2017). This learning process will help shape key dimensions within the after-school tutoring program. The conceptual framework helped guide the researcher toward examining crucial aspects of this program and clarify ways to improve it. Creating a map of the differences and convergences across the study enabled the identification of gaps within the program (Kennedy, Brinegar, Hurd, & Harrison, 2016). All aspects outlined in the conceptual framework for this study will help the reader to understand how 21st CCLC is impacting Title 1 middle schools in Seminole County.

<center>Organizational Context</center>

21st CCLC was established to help students thrive in Title 1 schools by providing an after-school program. The goal of the program is to focus on providing opportunities for students after school with their academics and elective activities. Currently, the tutoring program is offered every day after school and all day during the summer. The goal for this project is to investigate the vision and implementation of the program at Spring Creek, Big Cypress, and Ocean Breeze Middle Schools.

This researcher specifically examined Seminole County middle schools, reviewed the data collected for the grant, and interviewed and collected surveys from the teachers who work for the program. After examining the national middle school data from 21st CCLC, the researcher compared the data collected by the three middle schools in the county that also use this program with a goal to determine how 21st CCLC is impacting students attending the program in Seminole County at the middle school level.

<center>History and Conceptualization of the Problem</center>

21st CCLC was created to provide academic enrichment opportunities after school for students who attend high-poverty and low-performing schools. The goal of the program is to help students meet state standards in their core classes (DOE, 2011). This program is funded by a grant that Seminole County acquired in 2001 through the No Child Left Behind Act. This grant was awarded to the county in the hopes of helping students who attend Title 1 schools. As of 2014, one in three students attending the program nationally were Hispanic, and one in four were African American (Afterschool Alliance, 2014). Of the 1,660,945 attending the program, 73% are on free and reduced lunch (Afterschool Alliance, 2014). National data indicated that there

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was a 36% increase in state reading assessments and a 35% in math based on students who regularly attend the program for more than 90 days (Afterschool Alliance, 2014). If the program is successful nationally, it is important to track the same data at Spring Creek, Greenwoods Lakes, and Ocean Breeze to compare results on a county level.

Data already collected from the grant was analyzed to see if students have accomplished the main objectives of the program. During the 2015-2016 school year, data was collected from Spring Creek Middle School that showed that students were not performing well on the reading and math FSA (FLDOE, 2016). The performance report shows that unlike the nationwide data, students at Spring Creek presented weaker FSA scores. Therefore, the goal of this dissertation in practice is to analyze the vision and implementation of the program at Spring Creek, Big Cypress, and Ocean Breeze Middle Schools. An analysis of the vision of the program was performed after surveying the teachers who work within the program. Interviews from those same teachers were conducted to analyze the implementation of the program.

Researchers have shown fluctuating results on the impact 21st CCLC has within each state. In Chicago Public Schools, larger gains were reported in reading and mathematics for students receiving at least 40 hours of tutoring (Heinrich et. al., 2014). West Virginia researchers reported in the 2014-2015 school year that they did not see any difference in math or reading scores between students attending 21st CCLC and students who did not attend the program (White, Hammer, & Whisman, 2015). Although the scores did not show a difference, teachers who worked within the program in West Virginia reported that they saw an improvement in homework, participation in class, and student academic performance (White et al., 2015). West Virginia researchers also created a quasi-experimental design where they focused on students who attended the program for at least thirty days. They compared those students with students

who did not attend the program but had the same demographics. At the end of the year, they found that students with increased math and reading scores came from both the group that attended 21st CCLC and students who did not attend the program (White & Whisman, 2014). Therefore, one must question whether the program is helping students increase their scores or whether the school is helping the scores increase.

21st CCLC teachers work on varying their instructional strategies such as structured and non-structured desk time and devoting time to developing skills (Rueda, 2011). The tutoring program also focuses on fragmentation, a concept which emphasizes organizing relevant theories and knowledge to use within an organization (Rueda, 2011). Currently, 21st CCLC educators collect data monthly on attendance, implementation, finances, grades, attendance, behavior, activities, family assessments, and college/career exploration surveys. This data set was used to help decode the impact 21st CCLC has on students.

There is currently only one in-service per year for educators who work with 21st CCLC, and it focuses on project-based learning (PBL) only. Instead, in-services should focus on targeting higher order skills for students and instructing teachers in order to provide a better understanding of required skills, instructional activities, and classroom procedures that promote progress (Jones, Kim, LaRusso, Kim, & Snow, 2015). In addition, educators should attend professional development trainings to assist in content areas taught, classroom management, and conflict resolution (Holstead & King, 2011). The professional development activities can help aid in the implementation and vision of the program.

<div align="center">Factors Impacting the Problem</div>

Previously, data pertaining to students who attended 21st CCLC from August 2015 to June 2016 was collected from the tutoring program. Data has also been collected from the grant

website which indicate how the program is performing across the United States according to their three objectives. Teachers working for the program need to attend professional development opportunities to successfully impact the students attending the program. Furthermore, how the school has embraced 21st CCLC plays an important role on the impact of the program. According to Holstead and King (2011), the programs with a strong partnership with the school had the best outcomes. Those schools created important opportunities for recruitment of students within the school that affect how many students sign up for this after-school program. In addition to professional development and school partnership, the implementation of content created for students to succeed on state exams and the focus on the vision created by the grant can impact how much students improve in school when attending 21st CCLC. Program attendance may also impact the program's results, but attendance could also be a reflection on the program. Data is collected on how often students attend the program; after consulting studies based on 21st CCLC, the attendance of the students is always used to show a consistency in the program. Engagement from students could promote sustainability in the program and give positive results (White et al., 2015).

<u>Dissertation in Practice Plan</u>

This study initially gained approval from Seminole County to examine the 21st CCLC tutoring program at Title 1 middle schools. After gaining approval, interview questions and survey questions were submitted to the Institutional Review Board. In addition, data was collected on students for the grant deliverables.

Teachers and the district members in charge collected data from students attending the program. Employees working for the grant completed a survey and underwent an interview process. The intended goal of this dissertation in practice is to explore the impact of 21st CCLC

at Spring Creek, Big Cypress, and Ocean Breeze Middle Schools. The impact of the program was investigated by collecting data from the deliverables on each student. Interviews and survey responses from teachers who work within the program were also gathered. The data collected was used to investigate the vision and implementation of 21st CCLC at each site. The research questions created were disseminated and analyzed in the hopes of finding out the impact of the program.

<div align="center">Deliverables</div>

The researcher collected the deliverables already in use at 21st CCLC as well as surveys and interviews of teachers working within the program. These deliverables include grade level, attendance, FSA Math scores, FSA reading scores, gender, race-ethnicity, ESE, ELL, GPA, and grades in Math, ELA, and Science. A table was created to show how well the implementation and vision of the program is carried out at each middle school. This information was continually shared with this dissertation's committee and chair to ensure that the researcher was gathering the proper information to be able to analyze the impact of this program.

<div align="center">Documentation</div>

Table 2 below provides a breakdown of the documentation of this study:

Table 2

Documentation Breakdown

Source	Purpose	Justification	Who	When
Survey	To examine the implementation of the program	Survey is created to investigate the teachers who are working for the program and their knowledge of the vision for 21st CCLC.	Teachers working at middle school's 21st CCLC tutoring program	Spring 2018
Interview	To examine the implementation of the program through the teachers' eyes	Interview is created to investigate the teachers who work for 21st CCLC and how the program is being implemented at their site.	Teachers working at middle school's 21st CCLC tutoring program	Spring 2018
Deliverables	State testing data is essential to creating a baseline at the beginning of the year for students involved in the program.	To help see where students are starting in mathematics and reading according to state testing	The supervisor over each school	Spring 2018

CHAPTER TWO: LITERATURE REVIEW

Introduction

The purpose of this study is to explore the 21st Century Communities and Learning Centers (CCLC) program and its impact on Title 1 middle school students in Seminole County. The researcher fulfilled this purpose by using mixed methods to analyze the vision and implementation of the program. Qualitative data was collected from teachers to research vision and implementation of the program. Quantitative data was collected to search for correlations between attending 21st CCLC and students' FSA scores and GPAs. Four research questions were created to focus on 21st CCLC's impact on students: Is ____ following the implementation of the program according to the grant requirements? Is the vision of the program according to the grant followed at ____? Do students perform better on the FSA after attending the program? Does attendance in the program predict student GPA? Those research questions are the foundation of this study. Understanding 21st CCLC, after-school tutoring programs, and FSA directed attention to my research study. The use of the conceptual framework (Figure 1) helped guide the researcher and assisted in the creation of a table with components, subcomponents, and elements to further examine this topic.

A literature review was comprised of studies and facts pertinent to the study on 21st CCLC. The researcher looked into preview studies done on 21st CCLC and past research on the success of after-school tutoring programs. Additionally, this literature review will touch upon how academic achievement, attendance, discipline, and FSA scores are all a part of a student's

success in school. This literature review was created to validate the importance of after-school

tutoring programs and the impact they have on students.

<div align="center">Methodology</div>

Diverse approaches to research must be considered when trying to dissect and decipher

educational policy issues. The use of empirical evidence has the potential to improve the

efficiency of educational policies and programs that are already currently in place (Read,

Fernandez-Hermosilla, Anderson, & Mundy, 2016). When analyzing diverse methods of

research, it is important to find out how the current policy or program is constructed and enacted

before trying to fix the issues quickly. It is important to develop a positionality before beginning

research and to develop or study the language and practice within the research about to be

conducted (Lester, Lochmiller, & Gabriel, 2017).

As the country has transitioned from President Obama to President Trump, educational

shifts have occurred, signaling potential policy changes (Lester et al., 2017). Those policy

changes will hopefully help invoke new methodologies and new innovations for education in the

future. New understandings and practices are important in helping students succeed in schools.

There is a growing demand for empirical evidence as well as answers to many issues currently in

education (Read et al., 2016). The hope is for the research to be performed and ultimately aid in

creating an affordable or sustainable intervention within whatever problem or issue is currently

happening in schools. There are always potential risks as well as benefits with change, but one

must remain hopeful that changes in education through research can only help to make school

systems better places.

Before conducting research, one must develop evaluation questions that can examine

system impact and school impact. Research can also help bring academics, policymakers, and

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practitioner aspects together to promote change within the education field (Read et al., 2016). In addition, the researcher must create a synthesis or cumulative approach to collecting evidence that will help generate new knowledge and identify gaps within a given system (Polanin, Maynard, & Dell, 2017). Background knowledge can be accumulated through journals rather than books as the latter tend to be out of date by the time they are published. A research plan should be devised to aid in conducting research about the problem and whether the problem is an issue that should be pursued. After creating a plan based on the problem of practice, it is important for the researcher to decide what type of research (qualitative, quantitative, or mixed methods) should be conducted and to understand what components are necessary to create a quality study.

Qualitative Research

Qualitative studies are based on participant-oriented research (Alase, 2017). This type of research focuses on interviews, surveys, or lived experiences where the research may narrate the findings (Alase, 2017). This method of research is important within the education field to gain knowledge from actual experiences within the school system. Narrations of interviews from students or teachers are important when trying to create change within a policy or procedure. Some policymakers may be weary of qualitative research because of the diverse approaches, but it is an important analytical process where researchers can narrate a specific experience without distortions (Alase, 2017).

When conducting qualitative research, it is important to keep field notes, which will help enhance data and provide rich context for analysis (Phillippi & Lauderdale, 2018). The data collected from the student can be useful outside the study as well if it is dictated after each interview or when the survey questions are quantified into a data set. Qualitative data also helps

to influence future practices by showing real-life views of people living or working within the problem. This type of research also collects basic information, geographic locations, demographics, societal pressures, and cost of living information, factors that all may be affecting the problem being researched (Phillippi & Lauderdale, 2018).

Qualitative data gives the researcher insider information and support in building upon existing literature (Ross, 2017). This type of research is a reflective practice and forces the researcher to think from different perspectives. Some advantages of this type of research are an ease of access to field participants, building rapport with participants, and responsible data collection (Ross, 2017). On the other hand, negatives such as preexisting relationships or uncomfortable or risky topics can influence the outcomes of this type of research (Ross, 2017). Although there are negatives and positives to every type of research, qualitative analysis in the education field can help researchers come up with new policies based on what is currently happening in schools.

Schools have administrators, teachers, students, and other personnel who are compiling data to assist in making changes in education. Depending on school demographics, each county or school being investigated may have data already in the works to help make changes for the future. Effective qualitative data for Title 1 schools starts with the students and works through the system. It is important that the researcher uses all avenues to see how diverse schools have program and policy issues that need to change.

<div align="center">Quantitative Research</div>

In addition to using qualitative data for this research study, quantitative data will be collected on students attending 21st CCLC from 2015-2017. The quantitative data is resourceful

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for accuracy of the numerical data (Rutberg & Bouikidis, 2018). This rigorous and controlled research design examines the study with precise measurement (Rutberg & Bouikidis, 2018). The majority of the research collected on 21st CCLC was published by the Department of Education or the grant itself. Quantitative data collection will create another tool to help validate the program when there is a lack of research on this topic (Rutberg & Bouikidis, 2018).

The use of quantitative data defines a clear purpose for the study. The student data collected will help assist teacher qualitative data with the overall goal of searching for the impact of 21st CCLC (Zyphus & Pierides, 2017). This stable research framework examines students' test scores (FSA) to help decipher the impact. Additionally, GPA of students will be collected to investigate any correlation between the program and their grades. Quantitative data helps researchers describe their core purpose and assists in creating unbiased samples (Zyphur & Pierides, 2017). The student data collected by 21st CCLC will be used to help answer two of the four research questions in this study. The data will also assist in answering the first two questions of the study that pertain to the vision and implementation of the program.

This study collected numerical data to explain 21st CCLC's impact and used math methods to analyze the data (Ludwig & Johnston, 2016). The researcher is not a statistician; therefore, receiving assistance in analyzing and interpreting the data collected was essential (Ludwig & Johnston, 2016). In addition to the data collected for the study, the literature review plays an important role in deciphering what data to collect (Ludwig & Johnston, 2016). The researcher used quantitative data to help evaluate the success of 21st CCLC. In order to research the impact of 21st CCLC using student data, it is important that the data is collected over a two-year period to search for growth. The quantitative data collected by the grant tracks grades, GPA, FSA reading and mathematics scores, and other demographics. The data collected can

help researchers track whether students' attending the after-school program affect their grades and test scores.

Mixed Methods

A mixed methods approach was used for this research study. This type of research approach makes it possible to analyze teacher interviews and surveys as well as student data. Using mixed methods creates a complex analysis for the researcher, allowing both qualitative and quantitative data collected to assist in identifying the impact of 21st CCLC. Creating a research study with both quantitative and qualitative data enables the researcher to use both simultaneously and develop a dynamic between the two diverse data sets (Crescentini, 2014). Although qualitative data requires coding for analysis, using both qualitative and quantitative data in one study may require the assistance of someone with a knowledge of statistics (Crescentini, 2014). A mixed methods approach enables the researcher to offer more robust research (Caruth, 2013). A more complex design creates richer insights into what is studied and provides the opportunity to obtain information that could be missed when using only one research method (Caruth, 2013).

Mixed methods research can result in more questions of interest for future studies with 21st CCLC. Researchers are hopeful that using mixed methods can help highlight strengths and diminish weaknesses in each type of research used (Caruth, 2013). A multiphase method was used in this mixed method study to evaluate the success of the program and its ideas (O'Halloran, Tan, Pham, Bateman, & Vande Moere, 2018). Furthermore, a convergent design will be used for this mixed methods study to merge both types of data sets together (O'Halloran et al., 2018). This type of research study will be comprised of all data needed to answer the four research questions devised when searching for the impact of 21st CCLC.

<center>Conceptual Framework</center>

The use of a conceptual framework helps the researcher envision how the research problems can be explored. This framework assists the researcher in showing a clear relationship between the data gathered that will be analyzed. Conceptual frameworks evolved from empirical analyses meant to help the researcher examine his or her first step within the process (Gummer & Mandinach, 2015). The groundwork created through this framework aides in future development of the specific topic being researched (Gummer & Mandinach, 2015).

This researcher used the conceptual framework to create a defensible mixed methods evaluative study. The framework requires both theory and practice to work together (Greene, Caracelli, & Graham, 1989). Both quantitative and qualitative methods help to conceptualize, design, and implement the research study (Greene et al., 1989). Using this framework will help the researcher to investigate relationships between 21st CCLC and the middle school students attending the program. Components, subcomponents, and elements can be used to create frameworks for this study (Gummer & Mandinach, 2015). A domain analysis was created to help identify the stages of the study. The overarching construct examined was 21st CCLC, and this examination was meant to represent how the diverse aspects of the program affect student success. The content knowledge gained from this study was meant to aid in identifying data collection sources and generate ideas for future research.

Creating a template helped map differences and convergences across the study (Kennedy et al., 2016). Additionally, the template helped enable the identification of gaps within the study (Kennedy et al., 2016). The use of the conceptual framework was meant to foster learning and support change throughout the research study (Farrell & Coburn, 2017). This framework makes it possible for researchers to make sense of information gathered through a new process (Farrell

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& Coburn, 2017). This scaffolds further development for the researcher in the future. A conceptual framework also lays out research-based propositions that provide clarity to questions and lead the researcher to a better understanding of the impact 21st CCLC has on middle school students in Seminole County (Farrell & Coburn, 2017).

<u>Title 1 Schools</u>

Title 1 schools are given extra funds with the goal of bridging the gap between low-income students and other students (Malburg, 2015). Additional funding is given to local school districts to help meet the needs of at-risk students and low-income students. Schools must show yearly progress in state testing to receive the funds. The amount of funds is based on the number of students on the free and reduced lunch program and requires at least 40% enrolled to receive Title 1 funding. This type of funding reaches over six million students each year, primarily in Elementary grades, and approximately fourteen billion dollars is given to school systems annually (Malburg, 2015).

In 1965, the Elementary and Secondary School Act was enacted to help close the gap between low-income students and other students (Malburg, 2015). It was then rewritten in 1994 to improve the fundamental goals of helping at-risk students, and the name was changed to the No Child Left Behind Act. The name changed again under President Obama to the Every Student Succeeds Act (Malburg, 2017). The Every Student Succeeds Act (ESSA) was signed into law by former President Obama in the hopes of broadening the definitions of educational excellence and maintaining critical civil rights for all students (Seminole County Public Schools [SCPS], 2018). The focus is meant to provide students with an integrated curriculum and diverse learning experience and ultimately give students a well-rounded education.

The ESSA is meant to help students receive a fair, equitable, and high quality education no matter what school they attend (SCPS, 2018). Seminole County Public Schools receive money annually for Title 1 schools. The ESSA and Florida come together to determine which schools are eligible for the funds. The supplement can help with additional school staff, interventions, teacher training, and family engagement (SCPS, 2018). ESSA helps create progress within schools and provides additional support regardless of race, income, zip code, disability, home language, or background (DOE, 2018). This goal was presented by former President Obama with the hope of preparing all students for success in college and future careers (DOE, 2018).

Title 1 schools that fall under the ESSA must submit accountability plans that help shape the goals of the school. Middle schools are required to pick four indicators that that their faculty will address such as tests, proficiency levels, and graduation rates (Klein, 2016). Testing on students in third through eighth grade as well as high school in reading and mathematics is submitted to support school funding. Whole school data is also collected with subgroups such as English Languages Learners (ELL), Special Education students, minorities, and students living in poverty (Klein, 2016). In addition to collecting data, 95% of students within the Title 1 schools receiving funds must participate in the state tests (Klein, 2016). Concordant ACT or SAT scores in math and reading is sufficient when collecting data sets from Title 1 schools. It is essential that Title 1 schools employ challenging academic standards, such as Florida State Assessments (FSA), to ensure that there is accountability for students within their school (Klein, 2016).

Types of students within Title 1 schools are consistently under one of the following categories: migrant students, students with limited proficiency, homeless students, students with

disabilities, neglected students, delinquent students, at-risk students, or any student in need (Malburg, 2015). At-risk students usually have low academic performance, may be held back a grade, can be homeless, or may have parents who may not have graduated from high school (Malburg, 2015). The goal of the ESSA is to close the achievement gaps presented in Title 1 schools.

Students who attend a Title 1 school may not fit under one category, but they still attend a school that is given extra funds to help close the achievement gap. Funds can be used to improve curriculum, instructional activities, counseling, and parental involvement and increase staff and program improvement (Malburg, 2015). This type of funding was created to help ensure that all children have a fair and equal opportunity in obtaining a high quality education (Malburg, 2015). Currently, graduation rates are at an all-time high, and dropout rates are at an all-time low (DOE, 2018). Furthermore, more students are attending colleges or trade schools than ever before (DOE, 2018). ESSA is giving Title 1 schools the opportunity to use extra funds on students who need an additional push to complete school. For over fifty years, this type of assistance has been in place with the goal that all students will receive an equal education and equal opportunity to be successful later in life.

<div align="center">21st Century Learning Community Centers</div>

21st Century Learning Community Centers (CCLC) was created under the ESSA. This tutoring program is in place to help students before and after school in order to meet performance standards within core academics (SCPS, 2018). This program is meant to give services to families and provide academic and personal enrichment activities. The ESSA enables funding to go to Title 1 schools to support this program. The program is provided to students during non-school hours and is available to all students attending high-poverty and low-performing schools

(DOE, 2018). The idea of the program is to help students meet state and local standards in core academic classes such as reading and math. Other activities are generated to compliment the core classwork such as drug/violence prevention, career and technical schools, counseling programs, art, music, STEM programs, physical activity, and nutrition (Afterschool Alliance, 2017).

The program was created to help not only the students involved in the program but also the families who participate in 21st CCLC. The funds for the after-school tutoring program are based on a share of Title 1 funding within the district. Teachers and aides are hired to work for this program and are compensated from the grant funds. These services are designed to reinforce and compliment students' academics during their day at school (Afterschool Alliance, 2017). During the school year, the program runs five days a week and two to three hours a day. Students are provided a snack, and many schools will offer bus rides home depending on the amount of funding. In addition to operating during the school year, the 21st CCLC is offered over the summer to students who attend Title 1 schools. One elementary school, one middle school, and one high school are open for students to attend during the summer. Those students can come to the program for eight to ten hours a day and will receive two meals and a snack. Furthermore, those students will keep working on their academics and will also have fun activities outside of their core classes to help make it feel like summer break.

As of March 1, 2018, approximately 1.192 billion dollars is allocated for this program and serves nearly two million children and families (Afterschool Alliance, 2017). This program is intended to help those students who may be behind in their core subject areas without having to leave their own school. Records currently show that many states are having positive outcomes after employing this tutoring program within their Title 1 schools.

Research done in 2016 on 21st CCLC concluded that it is unclear which aspects of after-school programs' quality contribute most to positive outcomes (Paluta, Lower, Anderson-Butcher, Gibson, & Iachini, 2016). In Ohio, a study was done to look into the strengths and weaknesses within after-school programs. A canonical correlation was conducted to identify which quality indicators were most related to received outcomes. Researchers found that after-school programs fulfilled their purpose of increasing learning opportunities and supporting youth and families involved in the program (Paluta et al., 2016). Students attending the program developed caring relationships and enhanced their life skills. The outcomes from this study help to reinforce the notion that the best after-school programs serve as more than just a safe haven for students (Paluta et al., 2016). Future research should look into program quality and develop an evidence-based plan for improvements needed within the program.

In addition to researchers in Ohio, Gibbs, Butlars, Gaither, and Burraston (2015) investigated math and English test scores over a two-year period among students with low proficiencies in English. Evaluation findings showed that the quality of assessments and the variance of the structure and quality of the program affect students' results (Gibbs et al., 2015). Researchers from this study generally agree that the 21st CCLC after-school program is beneficial, but the variances from the findings display a need for a standard format of implementation at each program site. The implementation at the local level is inconsistent and influences the effectiveness of the program (Gibbs et al., 2015). It is important for the coordinator of the program to work with the teachers and principals at each site to help create a cohesive learning environment for students. Results from this study also showed that students in elementary school had greater gains in English after attending the program while middle school students had greater gains in math (Gibbs et al., 2015).

In Texas, research shows that students are more likely to be promoted to the next grade after attending 21st CCLC; students attending in California are attaining higher English Language Arts (ELA) and Mathematics assessment scores; in Rhode Island, students are gaining academic and social/personal skill building; and in Wisconsin, two thirds of students improved class participation, 60% saw improvements in their motivation to learn, and 55% improved their behavior in class (Afterschool Alliance, 2017). This program gives students the opportunity to acquire extra help in coursework they are struggling with without their parents having to spend extra money. This tutoring program is available in all fifty states as well as the District of Columbia and Puerto Rico. Although 21st CCLC is known around the United States, it is not the only after-school program that is available for students.

<div align="center">After-School Tutoring Programs</div>

After-school tutoring programs help provide youth with a safe and supportive adult-supervised environment and offer various growth enhancing opportunities to help student succeed in school (Durlak & Foley, 2017). Students benefit personally and socially from attending effective after-school programs (Dulak & Foley, 2017). They can benefit from learning problem-solving skills, conflict resolution, self-control, leadership, decision-making, and enhancements in their self-esteem (Durlak & Foley, 2017). The skills that can be gained from effective after-school tutoring programs open opportunities for students to increase grades and test scores in school. Researchers have found that students who have attended an after-school program improve significantly in three major areas: feelings and attention, behavioral adjustment, and school performance (Durlack & Foley, 2017). Programs that specifically used evidence-based skills training for teachers have helped the outcomes of after-school programs. The consistently of the content taught within the program dictate effects on students.

Programs offered after school to students are concerned with core subject areas as well as students skill sets. It is important for after-school tutoring programs to ensure that certified mathematics and English teachers are working for the program and are trained to provide assistance to students (Black, Somers, Doolittle, Unterman, & Grossman, 2009). The students who attend after-school tutoring programs are generally low-achieving students who lack the fundamental skills needed to advance academically (Black et al., 2009). Therefore, it is important that educators working for after-school program receive formal instruction focusing on key skills, training, and support needed to help student success.

In addition to 21st CCLC, there are other after-school tutoring programs in place to assist students. Districts may create their own after-school program with the hopes of helping students in core subjects such as math or reading. A qualitative study was done to investigate an urban middle school with students who had poor reading skills and did not perform well on standardized tests (Nelson-Reyes & Reglin, 2011). This study's intention was to investigate reading improvements for students and whether those improvements existed if students attended consistently. After conducting the study, educators working for the tutoring program stated that more practice with reading comprehension did help generate success and improvement for students (Nelson-Reyes & Reglin, 2011). Additionally, this local, private, non-profit tutoring program focused on assisting all students attending the school, half of whom were from low-income homes. Once the study ended, the facilitators felt that the one director and six highly qualified teachers who worked for the tutoring program were a perfect fit. All teachers had five to ten years' experience, four had their doctorates, and two had their master's degrees in education. The study believed that the type of teacher hired for the program was a contributing factor to how well the students attending the program progressed. Ultimately, the study stated

that they needed a program, like 21st CCLC, to lend a hand in creating consistency within a learning environment for students after school.

In Pittsburgh, Pennsylvania, researchers also conducted a study based on after-school programs. Pittsburgh Public Schools decided that current after-school programs that were available were inconsistent and did not produce enough findings. They also believed that many after-school programs lacked key features, did not have enough content or pedagogy, employed personnel who were not trained well enough; and that had an unclear frequency of assessments (Zimmer, Hamilton, & Christina, 2010). Pittsburgh Public Schools had two different types of services they believed could help their schools: Education Assistance Program (EAP) and Supplemental Education Services (SES) (Zimmer et al., 2010). The SES was created from Title 1 funding while the EAP was created with funding from evidence-based tutoring. Both programs were available to students before and after school, on weekends, and during the summer. The EAP hired retired teachers, teachers who worked for the school, and college students. The tutoring program required spending forty-five hours per year on each content area. After conducting research, Pittsburgh Public Schools found that the SES helped math but not reading scores while the EAP had mixed scores on both reading and math (Zimmer et al., 2010).

While Pittsburgh Public Schools intended to find an answer, researchers further exemplified the issue of after-school tutoring programs. Although there are diverse programs that are available around the United States, the only program with consistent positive outcomes is 21st CCLC. There are many outside factors that contribute to the success of a program. Depending on the school climate and the teachers working for the program, after-school tutoring programs can exist without funding from ESSA. The hope is that as long as school districts

strive to find extra help for students, one program will indeed triumph above the rest and help students to excel in difficult core subjects such as math and reading.

<u>Student Achievement</u>

Student achievement is an important aspect for schools as well as parents. This paradigm of rigorous, relevant, and balanced curriculum is a difficult concept to figure out (Dotson & Foley, 2017). Although it appears to be simple, ensuring that all students achieve in school is a difficult task. Assistance, particularly for middle level education, is critical because of the complex life choices and changes that happen during that time period. Dotson and Foley (2017) discuss how important it is for middle school curriculums to developmentally respond to current students and their achievements. Rather than assuming a "one size fits all" thought process, it is important that school districts take into account the diversity that is within their schools. Since the Reagan administration, there has been a steady increase in standardized testing within schools, and those tests are traditionally used to demonstrate to policymakers the current state of student achievement (Dotson & Foley, 2017).

School climate plays an important role in the academic achievement and performance of students. The school climate affects students' learning which is linked to teacher commitment, motivation to learn, student identity development, student dropout rates, sense of school community, school satisfaction, school violence, academic achievement, and high scores on standardized tests (Kwong & Davis, 2015). Students process their school climate individually, and the way they process that climate affects their personal performance. The intention is for policies in place to improve school climate, thus improving student achievement (Kwong & Davis, 2015). When students feel supported by peers, teachers, and parents, they are more likely to enjoy school and have the desire to succeed. According to Kwong and Davis (2015), there is

an achievement gap between rich and poor students. Their quality of facilities offered is directly related to their achievement. The inequality of funding is directly impacting students within poor schools; therefore, there is a continued need for schools to focus on improving school climate (Kwong & Davis, 2015).

In addition to school climate's affecting student achievement, the character of each student affects his or her success in school. The relationship between achievement, conduct, and several character strengths is crucial to student accomplishments in school (Seider, Gilbert, Novick, & Gomez, 2013). It is important for students to develop academic and social skills to be successful in school. The persistence and self-discipline taught while going through school will be important building tools that will help students succeed after high school. Students' perseverance, school connectedness, and grade level are all positive predictors of academic achievement (Seider et al., 2013). The academic achievement of a student does not fall under one category; it takes a million little parts to put together a successful student.

Policymakers look to scores for student achievement, and in doing so put too much emphasis on scores, increase student testing anxiety, and force educators to teach to the test (Dotson & Foley, 2017). Evidence has shown that standardized tests do not improve students' learning or achievement, but that has not stopped states and school districts from forcing students to spend time outside the classroom to take tests in various core subject areas. Achievement is not an issue with a single facet and should not be contained solely to student test scores. In addition to testing, a student's behavior, ability, and socioeconomic status should be considered when looking into student achievement status (Dotson & Foley, 2017). The engagement of students in their classes has been shown to predict school completion (Lewis et al., 2018).

Rather than focusing on tests, as Henry Chauncey (founder of the testing program) would like, closing the achievement gap with teacher-led approaches rather than state curriculum exams may be the answer (Dotson & Foley, 2017). Teachers should be given the opportunity to attend professional development courses and work together to prepare students and give them the ability to be successful in the future. Title 1 schools were created to help close achievement gaps, but it is important that state and local officials are aware of what steps need to be taken to close this gap. One must question whether basing student achievement on testing is the answer. Furthermore, both Title 1 Schools and all other public school have cross-ethic individuals and minority adolescents who are all working toward achieving their diploma (Lewis et al., 2018).

By enabling educators to assess peer associations in addition to the content in their classroom, achievement can come naturally. Cognitive growth and academic performance can be influenced by educators and assist in making a change in classrooms. Social interactions between students and faculty members can influence student achievement ratings. Schools should focus on increasing active thinking, intellectual growth, and motivating academic activities (Lewis et al., 2018). Additionally, cross-ethic groups may influence academic outcomes. Cultural messages between different ethnic groups should be placed within the teaching environment. Frequent interactions with cross-ethic peers may lead to better outcomes of academic achievement (Lewis et al., 2018).

Student achievement must be documented, but the components of how schools dictate student achievement need to change. Students are going to school with high anxiety because of all the testing that they are forced to endure in school. It is not enough to pass all their classes, but they must also make sure they pass any state tests that can keep them from graduating. The type of student found in today's classroom is different from fifty years ago and will be different

from a future student. The key is to ensure that educators and the school system are working together to create a positive school environment for students to be successful not only in school but also in life. Currently, Florida State Assessments (FSA) tests are required for students to pass high school. The requirements in Florida are continually changing, but this test weighs on students as they hope to attain the goal of graduating from high school.

<u>FSA Reading and Mathematics</u>

Florida Standard Assessments (FSA) was created to help students in Florida succeed in ELA and take end of course (EOC) exams in Algebra 1 and Geometry (FLDOE, 2018). These assessments were created to measure gains and progress of students. The FSA is meant to measure student achievement and Florida's education standards and to help ensure all students graduate from high school ready for college, careers, and life (FLDOE, 2018). The tests were formed to help support teacher instruction and promote student learning in the classroom. As a result, this type of testing has helped Florida leadership stakeholders determine whether the goals of the educational system are being met on an annual basis (FLDOE, 2018). As students continue to undergo FSA testing throughout their school careers, it is important for researchers to track the retest reliability for students testing in Florida (Foorman, Petscher, & Schatschneider, 2015). Researchers state that there should be a correlation in ability scores across any assessment in the same content area. A study was done in Florida comparing FSA assessments to a Florida Assessments for Instruction in Reading aligned to Florida Standards (FAIR-FS) test that was comparable in style and skill set (Foorman et al., 2015). This FAIR-FS test was issued to help researchers to determine strengths and weaknesses in students' reading comprehension skills prior to their taking the FSA (Foorman et al., 2015). Educators could use tests like the FAIR-FS to see where students are lacking skills before taking their state exam at the end of the year.

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Both the FAIR-FS and FSA tests should have the same content, thus assisting educators and acting as a practice test before their end of the year assessments.

The test results help stakeholders look at the level of each student and see who scored as proficient in math and reading (Herrera, Zhou, & Petscher, 2017). The number of students who scored as proficient in ELA and math in Florida, Mississippi, and North Carolina has increased while using the same state assessments. Their achievement gaps have decreased the most in racial/ethnic and economic subgroups across grade levels, in various subject areas, and in different states (Herrera et al., 2017). Despite significant decreases in achievement gaps, large numbers of students are still failing to reach proficiency on state assessments. Stakeholders believe that in fifteen to forty years they will be able eliminate achievement gaps altogether (Herrera et al., 2017). In addition to students' testing scores, their discipline and attendance in school affect the achievement gaps. Students who are in trouble often may not spend the same amount of time in class as students who do not have to go to the office during class. Although researchers would like to believe that achievement gaps could be eradicated within forty years, a lot will need to change within school systems for this to happen.

Assistance in screening prior to the exam could help teachers to decipher where students' skills are currently and how to make plans to improve their skill sets by the end of the year. Screening assessments can be used in both mathematics and reading to improve predictions (Truckenmiller, Petscher, Gaughan, & Dwyer, 2016). The use of screening assessments can help educators identify at-risk students ahead of time. Research has shown that reading skills are moderately to strongly correlated with math skills (Truckenmiller et al., 2016). The reading screening assessment can accurately predict how well students will do on the mathematics assessment. Skills such as text comprehension, sentence comprehension, vocabulary, and word

recognition are important for both math and reading; therefore, it is important to track students'

literacy skills for students to perform well on both mathematics and English assessments

(Truckenmiller, 2016).

<div align="center">Student Discipline</div>

In addition to FSAs, student discipline affects students' achievement in school. Students

who cause trouble in school end up spending more time out of the classroom to deal with

discipline issues. According to the Seminole County Code of Conduct, there are many rules

when it comes to school discipline and how it is handled (SCPS, 2017). School personnel have

the right to question students with school matters, and those students may be detained, searched,

or have their property seized (SCPS, 2017). Unfortunately, when students have discipline issues

in school, they are taken from the classroom to resolve the issue. Schools have the ability to

search lockers and may advance their search if there is reasonable suspicion. To help minimize

student discipline issues, students should try to attend class regularly, treat fellow classmates and

educators with respect, respect privacy of others, listen to others' points of view, report threats,

and use original work (SCPS, 2017). If students follow these general rules put in place by the

county code of conduct, students will spend more time in the classroom.

Student discipline is also authorized when violence, bullying, or harassment is reported

(SCPS, 2017). Additionally, there is a zero tolerance policy for students who threaten to bring a

firearm or weapon to school. If students have broken one of the rules put in place by the county,

they are dealt with on a matrix. Each student is dealt with individually, and his or her record will

help administrators give that student the proper punishment. At the end of the handbook, parents

and students can see the matrix of infractions and consequences that administrators use to help

them decide disciplinary actions (SCPS, 2017).

A group of Florida researchers out of the University of Florida looked into student discipline and what needed to change. Their research found that students had negative impacts when they received Out of School Suspension (OSS). Students who receive OSS are likely replacing one ineffective practice with another (Kennedy, Murphy, & Jordan, 2017). They are spending time out of school and ultimately lose more from not being in the classroom (Kennedy et al., 2017). They also found that a disproportionate number of students receiving OSS are students of diverse races or social classes, students of color, and students living in poverty (Kennedy et al., 2017).

Researchers found that if educators were working with students to handle discipline issues, the results were better than administrators dealing with students. It is important for both educators and administrators to devise ways to incorporate positive behavior intervention and support systems in the classroom to help students who are on a negative track (Kennedy et al., 2017). For educators to be able to add these components into their classroom, further professional development is important to come up with alternative approaches and foster the ability to work together to make positive changes in the classroom. Discipline can also lead to attendance issues for students. Unfortunately, students with discipline issues may end up missing school for suspensions or when being reprimanded by administrators. Attendance is another issue that affects student achievement.

<u>Student Attendance</u>

Student attendance is an important aspect of student achievement. Students who are missing a lot of school struggle to keep up with coursework, a situation which can ultimately lead to poor performance in school. Furthermore, students with poor attendance may have discipline issues as they are getting in trouble rather than staying in class. Attendance, discipline,

and FSA scores all tie together to form students' overall achievement in school. The Seminole County Code of Conduct states that students who miss more than fifteen unexcused absences in ninety days are considered truant. The legal services department may be contacted if truancy continues to be an issue for a given student (SCPS, 2017). Students who try to leave the school during the day can also be detained by law enforcement. The superintendent may file a truancy petition if student attendance is continually an issue (SCPS, 2017).

In addition to issues with the law, absent students are also missing out on interpersonal relationships that they would be developing in the classroom. A study was performed in New York City that focused on middle schools and issues with attendance. The study focused on six factors that affected student attendance: building conditions, school climate, attendance rate, standardized math and reading scores, percentage of students on free or reduced lunch, and percentage of minorities (Maxwell, 2016). This study proposed that a student's physical environment leads to the academic achievement of each student. Schools that were connected with their students and had a warm and supportive relationship would have better attendance rates than schools that did not focus on providing this environment (Maxwell, 2016). The school climate can help students and protect them from difficult family situations that may be happening outside of school. Attending school can also assist in the physical development of students while simultaneously working to improve the socio-emotional changes that students go through in middle school. Ultimately, the study found that a positive school climate led to a decrease in student absences, and decreased absences led to higher student achievement test scores (Maxwell, 2016). It is essential for educators and administrators to be cognizant of the link between student attendance and test scores. Student attendance is another link to the puzzle of ensuring that students succeed in school. Student achievement is linked with student

attendance, discipline, assessment scores, after-school programs, school type, i.e. Title 1, and attendance. There are so many components that go into student success in school; it is important that educators focus on where the downfalls are and how to improve them with the goal of having all students be successful in school and prepared for life post high school.

Summary

This comprehensive literature review was created to help the researcher gain knowledge on mixed methods studies and 21st CCLC. The review presents information to help research the impact 21st CCLC has on middle school students in Seminole County based on teacher surveys/interviews and student data. Four research questions were created based on the goal for the study. The conceptual framework and mixed methods design was used to help develop the study. Quantitative data was collected on students who attend the program to assist in identifying the impact 21st CCLC has on students. Qualitative data was collected from educators working for the program to research the vision and implementation of the program at each site. This dissertation in practice investigates 21st CCLC and how the program has been implemented within three Title 1 middle schools in Seminole County. Data will be collected from the past two years to identify correlations between students' attendance in the after-school program and their test scores and GPAs. The study hopes to find whether there is a correlation between students' attending the tutoring program and their FSA scores or GPAs, how students are impacted by the 21st CCLC, and whether the program's vision and implementation plan are working at each site.

CHAPTER THREE: METHODOLOGY

Introduction

21st CCLC serves high-need, high-poverty communities and is designed to reinforce and compliment students' academics during their school day (Afterschool Alliance, 2017). This program was created within the Every Student Succeeds Act (ESSA). It is meant to help students achieve state standards during non-school hours during the year and over the summer. Title 1 schools offer this program and are given extra funds to bridge the gap between low-income students and other students (Malburg, 2015). This program was created to help assist in the achievement gap created by students' attending Title 1 schools.

This dissertation in practice was created to examine the implementation and vision of the program at Spring Creek, Big Cypress, and Ocean Breeze Middle Schools in Seminole County, Florida. There are approximately seventy-nine students and nine teachers who participate in this program at the middle school level. The study will examine the impact that 21st CCLC has on middle school students attending the program within SCPS. The study will inspect the approach and mission of the program and how SCPS carries out the grant's requirements.

This study utilizes a mixed-methods approach, gathering both quantitative and qualitative data from 21st CCLC. The qualitative data provides insider information and support to help validate studies (Ross, 2017). The study contains narrations of the interviews of teachers who are an important aspect to policy change. Quantitative data will be collected at each site on the students who attend the after-school program. A collection of information such as basic

information, geographic locations, demographics, societal pressures, and cost of living was collected to help analyze the after-school program (Phillippi & Lauderdale, 2018).

Purpose of Study

The purpose of the study is to investigate the impact that 21st CCLC has on students attending the after-school tutoring program within Title 1 middle schools in Seminole County. The study will delve into student achievement, FSA scores, attendance, and discipline for students attending the after-school program. As of March 1, 2018, over 1.192 billion dollars has been used to support the 21st CCLC tutoring program within Title 1 schools across the county. This program serves approximately two million children and families.

Currently, records show positive outcomes for students after attending the tutoring program within their Title 1 schools (Afterschool Alliance, 2017). This study analyzes the data collected from students attending middle schools in Seminole County that provide this program after school and over the summer: Spring Creek Middle School, Big Cypress Middle School, and Ocean Breeze Middle School. The program's goal is to help students meet state and local standards in core academic classes such as reading and math (DOE, 2018). Additionally, the program would like to help both students and families attending Title 1 schools.

For this study, student data was analyzed to investigate the impact the after-school program has on students currently attending. In addition to dissecting student data, surveys and interviews were conducted with teachers who work within the program and data was collected to examine how well the vision and implementation of 21st CCLC is working within middle schools in Seminole County. After data collection, an analysis and conclusion were made based on the current data with the goal of deciphering how students are impacted after attending these after-school programs.

Research Questions

The following four research questions guided the research in this study:

1. Are Spring Creek/Ocean Breeze/Big Cypress Middle Schools following the implementation of the program according to the grant requirements?

2. Is the vision of the program followed according to the grant requirements?

3. Do students perform better on the FSA after attending the program?

4. Does attendance in the program predict student GPA?

Research Design

The research study will be completed using a mixed design focusing on the teachers' responses from their interviews and surveys. Teachers working for 21st CCLC were selected for the survey and an interview created to analyze the vision and implementation of 21st CCLC. Qualitative data was collected to research the how and why of the problem. The survey looked into the vision of the program within the middle school tutoring program, and the interview examined the implementation aspects. Questions for the study were created to search the impact of the program on middle school students attending 21st CCLC in Seminole County. Quantitative data was collected to show in numbers how students are impacted by this after-school program. Student data from each site was examined with the program coordinator. This data is already collected for the grant's deliverables and will be de-identified before analysis. After data collection, diverse analyses will be used to answer the four research questions for this mixed-methods study. The conceptual framework was used to create the steps moving forward within the study.

Target Population and Participant Selection

The target population is sixth through eighth grade students attending 21st CCLC at three Title 1 middle schools in Seminole County: Ocean Breeze Middle School, Big Cypress Middle School, and Spring Creek Middle School. Students were selected for the study based on their attendance within the program. All students were de-identified prior to collecting data. The data was collected over two school years to see if there is a correlation between students' attending the program and their FSA scores and GPAs. Teachers were selected for the survey and interviewed if they worked for the program at the three middle schools within Seminole County. Emails were sent out to all teachers to ask if they would like to participate in the study. They were able to email the researcher back if they were interested in participating in either the survey or the interview or both. The survey was emailed out to those who wished to participate. Interviews were set up at each teacher's site location upon his or her agreeing to answer questions about the implementation of the program. Data was collected on all students attending the program from 2015 to 2017. The lead teacher at each site assisted in deciphering the data from the students within the program.

Procedures

After the initial problem was discussed with the researcher's chair, the research questions for the study were created. After the questions were created, the adoption of a mixed methods study was needed to answer all four research questions. Two of the research questions required the creation of a survey and interview for teachers working for 21st CCLC. After the study was created and the researcher knew where data collection was needed, the researcher began the Institutional Review Board (IRB) approval process (Appendix A). The study was approved and

made exempt by the IRB in March of 2018 (Appendix B). After IRB approval, the approval

process began at the county level. Documentation and forms were completed, and approval was

received within Seminole County to conduct the study (Appendix C). Results of the study will be

shared with Seminole County Public School. SCPS may post the study report on their website for

public access.

The following list of interview questions was used to determine the implementation of

the after-school tutoring program at each middle school site in Seminole County:

1. How well has the school embraced 21st CCLC at the school?

2. How aware are you of the guidelines of the grant?

3. What process was used for training you to work within the program?

4. How are Project Based Lessons used within 21st CCLC?

5. Is student attendance a reflection of the program's success?

6. What has your experience been like within 21st CCLC?

7. What academic enrichment is provided for students attending this program at _____?

8. What non-academic services are provided at _____?

9. How does student attendance affect funding?

10. What are literacy and education services provided to families of children attending the

program?

The teachers who worked for 21st CCLC at Spring Creek, Big Cypress, and Ocean

Breeze Middle Schools participated in the interviews. Teachers completing the interview were

given an explanation of the research document prior to completing the interview (Appendix D).

After reading the form, they were given the opportunity to opt out of the interview without any

penalties. The interviews took place at each teacher's site after school hours. Responses were

recorded and typed after each interview, and the transcripts of these responses are provided

below (Appendix E). The tapes are being kept in a safe place and will be destroyed after the

study is complete in August 2018.The written interviews were then placed within an Excel

spreadsheet and coded to find themes. The researcher used an outside source to help select

themes. An algorithm was used within Excel to track the percentages of each theme within all

ten questions. The responses from teachers came from their experience while working for the

after-school tutoring program. The answers provided assistance in determining how well the

program was implemented at each individual site. They also helped to shed light on how student

data may not show how well students are doing in numbers when the program is actually helping

students with skills that can help them succeed in school and in life.

Survey questions were also used for teachers to answer from each site. The survey

questions focused on the vision of the program set out by the grant. The following questions

were used for the survey portion of the study:

1. What grade level and subject area do you teach?

2. What do you teach at 21st CCLC?

3. How many years of experience do you have as a teacher?

4. How many years of experience do you have with 21st CCLC?

5. How many years of experience do you have with schools within Seminole County?

6. How much training related to the activity/curriculum of 21st CCLC have you had?

7. How much training on the specific purpose of the program have you had?

Teachers were sent emails with the link to the survey questions. Teachers must read and

answer the first question of the online survey, which is the Explanation of Research. Clicking on

"I agree and wish to continue participating in the survey" allowed teachers to continue to take the

online survey. Teachers who click on "I disagree and wish to end my participation in this survey" were immediately exited to the end of the survey, thanking them for their time. All online survey information collected from teachers is anonymous. Teachers who participant in the survey had their results stored in the Qualtrics system for analysis by the investigative team listed on the IRB application. The answers from the survey questions were used to examine how well the vision of the program is described to educators working for the after-school program. After collecting data through Qualtrics, a cross analysis of teachers' answers using coding helped to decipher how well the vision of the program was conducted at each site. Based on the results, approximately half of the teachers working at the three middle school sites felt that they received a lot of training for the program. Results also found that half of the teachers working for the after-school tutoring program specialize in Exceptional Education and Student Services (ESE) and teach English Language Arts (ELA) at the middle school level.

Finally, data was collected from students attending the after-school program at Spring Creek, Big Cypress, and Ocean Breeze Middle Schools from 2015 to 2017. The data collection was assessed at the county level first, and all students' names were eliminated and given a number. Excel spreadsheets were created with students' grade level, grades, Florida State Assessment (FSA) scores for math and reading, ethnicity, discipline referrals, ESE, English Language Learner (ELL), race, gender, ethnicity, and Grade Point Average (GPA). The researcher then contacted a statistician to assist in analyzing the data collected. Initial results have shown that there is no correlation between students' attending the after-school program and their FSA Reading scores, but there is a variance in the FSA math scores over a two-year period. Results from student data also displays that students' GPAs improve from attending the after-school program. After all of the data was collected and analyzed, the researcher met with the

dissertation chair to begin the data analysis process and link results to the four research questions associated with the study.

CHAPTER FOUR: DATA ANALYSIS

Introduction

This chapter presents results of the data analyzed from surveys, interviews, and student data. Interviews were composed of ten open-ended questions, and the surveys were composed of five Likert-scale questions and two open-ended questions. Student data collected grade level, grade point average (GPA), Florida State Assessment (FSA) scores, Exceptional Student Education (ESE), English Language Learner (ELL), gender, race, ethnicity, and discipline referrals. The researcher contacted a statistician to assist in analyzing the data collected. A detailed discussion about responses, data analysis, findings, results, and interpretation of the quantitative and quantitative data for each of the four research questions is also included in this chapter.

The purpose of this study is to investigate the impact 21st CCLC has on students attending the after-school program within Title 1 middle schools in Seminole County. Currently, records show positive outcomes for students attending the tutoring program (Afterschool Alliance, 2017). This study analyzed the data collected from students attending middle schools in Seminole County that provide this program after school and over the summer: Spring Creek Middle School, Big Cypress Middle School, and Ocean Breeze Middle School. The program's goal is to help students meet state and local standards in core academic classes such as reading and math (DOE, 2018). The study also collected qualitative data from teachers working within the program to research 21st CCLC's vision and implementation of the program at each site.

The conceptual framework was used to enable a more thoughtful and defensible mixed method inquiry for the researcher (Greene, Caracelli, & Graham, 1989). This framework was used to assist the researcher in deciphering the construct, domain, and inquiry cycle prior to conducting research (Gummer & Mandinach, 2015). After creating an organizational tool with the conceptual framework, research questions were created with the goal of finding out the impact 21st CCLC has on middle school students at Title 1 schools in Seminole County. Two questions used qualitative data to investigate the vision and implementation of 21st CCLC. Quantitative data was collected from students attending the program from 2015 to 2017 to compare FSA scores and GPA's over a two-year period.

<div align="center">Data Analysis</div>

Below are the four research questions for this study. The content below will explain what the question focused on, data collection, and results.

RQ 1: Do students perform better on the FSA after attending the program?

Data was collected from the 21st CCLC Title 1 projects coordinator after International Review Board (IRB) approval and approval from Seminole County Public Schools (SCPS) to conduct research. Data sets were created from the 2015-2016 and 2016-2017 school years to research growth. Students who attended the after-school tutoring program at Spring Creek Middle School, Big Cypress Middle School, and Ocean Breeze Middle School were used in this study. Students' names were de-identified. The data set provided grade level, attendance, FSA math scores, FSA reading scores, gender, race-ethnicity, ESE, ELL, GPA, and grades in math, ELA, and science. Data was collected from approximately 370 students during the 2015-2016 school year and approximately 210 students during the 2016-2017 school year. The FSA scores

from both school years were used to search for a correlation between attending 21st CCLC and students' FSA scores.

A Wilcoxon sign rank test was used to decipher the FSA scores for math and reading from 2015-2017 using Statistical Analysis System (SAS) software. Wilcoxon is a nonparametric version of two sample t tests. This test was used because the data was not normal for FSA scores. Two years of results were used and then subtracted. The Wilcoxon method was used to test the null hypothesis that the difference in the sums is equal. If the null was rejected, it means that there was growth from one year to the next in FSA. This growth should be partially attributed to the program as only students tested attended the program. If the null was not rejected, then there was not statistically a difference between years. Scores gathered from the 2015-2016 school year displayed sufficient evidence to suggest that the difference in the mean English Language Arts (ELA) scores was not different over the course of this school year. Data from the 2016-2017 school year showed the same results for ELA scores. The test results from the 2015-2016 school year demonstrated a p-value of 0.6934 and the conclusion that therefore we fail to reject. Test results from the 2016-2017 school year display a p-value of 0.4746 and yield the conclusion that therefore we fail to reject. Scores from the 2015-2016 for the math FSA demonstrated evidence to suggest that the difference in the mean math scores is different over the course of the school year. Scores from the 2016-2017 FSA in math displayed the same results as the previous year. The 2016-2017 math test showed a p-value of 0.0005 with the conclusion of therefore we reject. The 2016-2017 math test showed a p-value of 0.014 with the conclusion of therefore rejecting. See test tables below for details on each test created (Tables 3 and 4). Therefore, the Wilcoxon sign rank test demonstrated that students' FSA scores did

increase in math over a two-year period but did not increase in English Language Arts FSA scores.

Table 3
Wilcoxon Sign Rank Test

ELA test 2015 – 2016

Tests for Location: Mu0=0				
Test		Statistic	p Value	
Student's t	t	-0.41703	Pr > |t|	0.6767
Sign	M	-3	Pr >= |M|	0.5614
Signed Rank	S	-66.5	Pr >= |S|	0.6934

ELA test 2016 – 2017

Tests for Location: Mu0=0				
Test		Statistic	p Value	
Student's t	t	0.728094	Pr > |t|	0.4688
Sign	M	2	Pr >= |M|	0.5847
Signed Rank	S	31	Pr >= |S|	0.4746

Table 4
Wilcoxon Sign Rank Test

Math Test 2015-2016

Tests for Location: Mu0=0				
Test		Statistic	p Value	
Student's t	t	3.524175	Pr > |t|	0.0005
Sign	M	17.5	Pr >= |M|	0.0006
Signed Rank	S	921.5	Pr >= |S|	0.0005

Math Test 2016-2017

Tests for Location: Mu0=0				
Test		Statistic	p Value	
Student's t	t	2.449496	Pr > |t|	0.0143
Sign	M	7.5	Pr >= |M|	0.0135
Signed Rank	S	126	Pr >= |S|	0.0140

RQ 2: Does attendance in the program predict student GPA?

Data was collected from the 21st CCLC Title 1 projects coordinator after International Review Board (IRB) approval and approval from Seminole County Public Schools (SCPS) to conduct research. Data sets were created from the 2015-2016 and 2016-2017 school years to research growth. Students who attended Spring Creek Middle School, Big Cypress Middle School, and Ocean Breeze Middle School after-school tutoring program were used in this study. Student's names were de-identified. The data set provided grade level, attendance, FSA math scores, FSA reading scores, gender, race-ethnicity, ESE, ELL, GPA, and grades in math, ELA,

and Science. Data was collected from approximately 370 students during the 2015-2016 school year and approximately 210 students during the 2016-2017 school year. Students GPAs over the two-year period were used to research the correlation between attending the 21st CCLC after-school tutoring program and their GPAs.

A regression was used to research a correlation between students' GPAs and attending 21st CCLC using Statistical Analysis Software (SAS). A regression is a way to express the relationship between two continuous variables. The researcher must first determine the strength of the relationship. This strength or weakness is referred to as the correlation, and the number associated with this correlation is the correlation coefficient, r. It is important to determine dependent and independent variables. In the case of this research study, the goal was to show that the more days students attend the 21st CCLC program, the more their GPAs improve. Therefore, the independent variable is attendance, and the dependent variable is GPA. After running the data, there was a correlation of .3, which is a weak positive correlation. To model the relationship between GPA and attendance for the program, the following simple linear regression model was used:

$$\hat{y} = \beta_0 + \hat{\beta}_1 x_1$$

In this model, $\hat{y}$ represents Grade Point Average (GPA), β_0 represents GPA without any days attending the program, $\hat{\beta}_1$ represents the rate of change for every one day attending the program, and x_1 represents days attending the program. The formula used for the regression was GPA = 2.30194 + 0.0410 (days of attendance). Both the constant and the slope have p-values less than 0.0001, meaning both values are significant. The data collected within the regression was used to create a scatter plot of student GPA and student attendance within the program (Figure 2). Though the correlation was weak, by observing the scatter plot (Figure 2), the researcher could

see the positive relationship, thus creating a model for this would be fairly useful in predicting GPA based on attendance of the 21st CCLC program. This result shows that if students at this school did not attend any of the programs, their expected GPA would be a 2.3, and for each day they attend the program, their GPA could be expected to improve 0.004. It might not appear as though .004 is a significant slope. However, considering that the .004 GPA increase is for each day the student attended the program and that there was a maximum number of 120 days a student could participate in this program, a student who started at 2.734 GPA who attended just 100 days could expect to improve his or her GPA to 3.134, representing a significant increase in GPA over time.
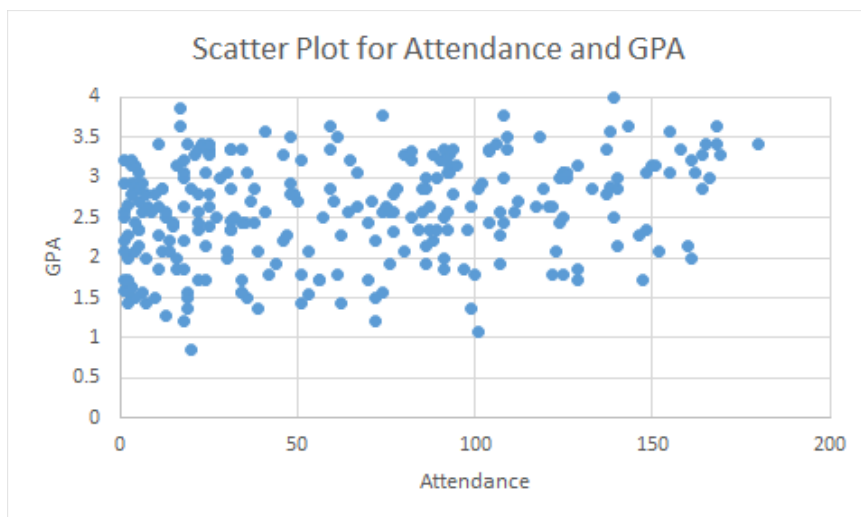

Figure 2: Scatter Plot of Student Attendance and GPA

RQ 3: Is _____ following the implementation of the program according to the grant

requirements?

Interviews were conducted with educators who work for 21st CCLC at the middle school level in SCPS. Initially, an email was sent out requesting an interview; those who responded

were interviewed on site during after-school hours. Seven teachers were interviewed for this study. Teachers were given the approval form and IRB protocol document within the initial email. The researcher went to each site and recorded the interview. The tapes will be destroyed after the study is complete in August 2018. After interviews were conducted they were transcribed (Appendix E). Each question was then divided into an Excel spreadsheet. The researcher then searched for frequency of words and themes within each question. The researcher then used an outside source to create a second set of themes, enabling an outsider's view. After themes were set, the researcher used percentages to examine how often each theme was represented in the interview responses. Participants' responses were used to examine the implementation of the program according to the perceptions of the teachers working within the program.

Coding of themes was used to evaluate the frequency of specific responses within the interviews. Participants responded to interview questions, which were used to collect their perceptions of the implementation of the program. Interview questions 1, 2, 3, 4, 7, 8, and 10 were relevant to research question three. Responses were examined for trends and themes. Prominent themes were listed in Table 5 in order from the most frequently mentioned to the least along with the percentage of participants who reports each to be most valuable. The response that occurred the most often (83%) was that the participants found the handbook was useful when implementation 21st CCLC at their site. The second most common response (66.7%) was that administration from each site helped to implement the program. The third most common response (50%) was that fitness was used within the implementation of the program. In addition to the academic portion of the after-school program, one requirement is that students should have non-academic activities within the tutoring program. Research from this study found that half of

the sites used physical fitness as their non-academic portion of the program, which is one of the implementation requirements.

Another important response was that math was taught and worked on during the after-school tutoring program. Participants stated that 40% of the time students are working on math whether they are being tutored by teachers within the program or working through Iready on a computer. 21st CCLC also requires a theme for each quarter/semester/month for coordinators to implement within the program. The study found that 40% of participants discussed the current theme at their site and the themes their site focused on earlier in the year. Lastly, teachers discussed how veteran teachers (38.5%) helped new teachers to understand the implementation portion of 21st CCLC according to the grant. During the interviews, educators new to the program discussed how veteran teachers helped them learn the ropes of the program and assisted in teaching them the handbook and requirements set out by the grant. The qualitative results display that teachers working within the program are aware of the implementation requirements set out by the grant but are not shown the requirements in a professional development setting. After spending time with each teacher on location, the researcher felt that teachers genuinely cared about the program and helping students succeed at school. The educators working at this after-school program go above and beyond to ensure the student participants feel welcome at 21st CCLC and show a passion for helping students.

Table 5

Frequency of Teacher Participants' Interview Responses

Theme	Frequency
Handbook	5 (83%)
Administration	4 (66.7%)
Fitness	6 (50%)
Activities at School	4 (44%)
Math	6 (40%)
Theme	6 (40%)
Veteran Teachers	5 (38.5%)

RQ 4: Is the vision of the program according to the grant followed at ____?

Initially, an email was sent out requesting middle school teachers working for 21st CCLC to complete a survey investigating the vision of the after-school tutoring program. The IRB and SCPS approval documents were attached to the email sent out to teachers. Five teachers completed the survey. The first questions within the survey allowed teachers to exit without a penalty. The survey was created within Qualtrics, and all data will be destroyed after the study. Data was collected and exported into Excel to search for response trends. Participant responses were coded to search for similar themes. Questions that used a Likert scale were compared and analyzed. An outside source was used to search for similar themes within teacher responses for each question. Teacher responses to survey questions were used to collect their perceptions of 21st CCLC's delivery of the vision of the after-school program.

A Likert scale was used throughout the survey, which contained general teacher credential questions on the vision of the program. A Likert scale is a rating scale that is often used when surveying participants regarding an experience they have had and the effect of that experience. Questions 7 and 8 dealt with asking participants how much training related to the activity/curriculum of 21st CCLC they have had and how much training on the purpose of the program they have had. Those questions were used to help answer the fourth research question

in this study. Table 6 contains the Likert scale results from both questions. Results indicated

mixed feeling in terms of curriculum training. The highest results were 40% stating a lot, and

40% stating a little. Those who said they received a little training have worked for the program

for 0-2 years based on another question from the survey. Participants who answered that they

received a lot of training have worked within the program for 3-5 years according to the survey.

The research can conclude that participants who have been in the program longer have received

more training over time than newer teachers working for the program. Results from question 8

demonstrated a variance in results; 40% of participants felt they were given a lot of training on

the purpose of the program, while 40% felt they received only a little training. Results from this

survey also show that teachers who have worked within the program longer have more extensive

training. Overall, newer teachers believed they did not receive extensive training on the vision

of the program based on their answers from the survey. Teacher interviews also indicated that

new teachers were receiving training from veteran teachers and the handbook rather than

receiving official professional development trainings on both the vision and implementation of

the 21st CCLC after-school tutoring program.

Table 6

Likert Scale Results from Educators Working for 21st CCLC

Response	Q7	Q8
A Great Deal		
A Lot	40%	40%
A Moderate Amount	20%	20%
A Little	40%	40%
None at All		

CHAPTER FIVE: CONCLUSION

Discussion

The purpose of this study was to explore 21st Century Community Learning Centers (CCLC) and the impact it has on Title 1 middle school students in Seminole County. The problem statement for this study questioned whether 21st CCLC at Ocean Breeze, Spring Creek, and Big Cyprus positively impacting student achievement. The data provided prior to this study was inconsistent, and the existing literature seems to be biased; therefore, continued expenditures on this program should be based on justified evidence or proof. County Quantitative and Qualitative data was collected to answer the following research questions: Are Spring Creek/Ocean Breeze/Big Cypress Middle Schools following the implementation of the program according to the grant requirements? Is the vision of the program followed according to the grant requirements? Is there a correlation between students' attendance and their score on the FSA? Does attendance in the program predict student GPA?

RQ 1: Do students perform better on the FSA after attending the program?

A Wilcoxon sign rank test was used because the data was not normal for FSA scores. The two years of results were used and then subtracted. This method was used to test the null hypotheses. Scores gathered from 2015 to 2016 displayed sufficient evidence to suggest that the difference in the mean English Language Arts (ELA) scores is not different over the course of the school year; 2016-2017 data showed the same results. The math scores demonstrated evidence to suggest that the difference in the mean math scores is different over the course of the

school year; 2016-2017 data showed the same results. Therefore, the data demonstrated that FSA scores did increase in math over a two-year period, but did not increase in ELA.

RQ 2: Does attendance in the program predict student GPA?

A regression was used to research a correlation between students GPA and attending 21st CCLC using Statistical Analysis Software (SAS). In the case of this research study, the goal was to show that the more days students attended the program, the more their GPA improves. Therefore, the independent variable is attendance, and the dependent variable is GPA. After running the data, there was a correlation of .3, which is a weak positive correlation. Though this correlation is weak, by observing the scatter plot (table 5), the researcher and statistician could see the positive relationship, thus creating a model for this would be fairly useful in predicting GPA based on attendance of the 21st CCLC program. This result shows that students at this school who did not attend any of the programs would have an expected GPA to be a 2.3, and for each day they attend the program, their GPA can be expected to improve 0.004. This is a fairly substantial increase as the program was quite long, and the GPA decimal of 4 thousandths is a significant increase.

RQ 3: Is _____ following the implementation of the program according to the grant

requirements?

Coding of themes was used to evaluate the frequency of specific responses within the interviews. Participants responded to interview questions which were used to collect their perceptions of the implementation of the program. Interview questions 1, 2, 3, 4, 7, 8, and 10 were relevant to research question three. Prominent themes were listed in Table 5 in order from the most frequently mentioned to the least along with the percentage of participants who reports each to be most valuable. During the interviews, educators new to the program discussed how

veteran teachers helped them learn the ropes of the program and assisted in teaching them the handbook and requirements set out by the grant. The qualitative results display that teachers working within the program are aware of the implementation requirements set out by the grant but are not shown the requirements in a professional development setting.

RQ 4: Is the vision of the program according to the grant followed at ____?

A Likert scale was used throughout the survey, which contained general teacher credential questions on the vision of the program. Questions 7 and 8 dealt with asking participants how much training related to the activity/curriculum of 21st CCLC they have had and how much training on the purpose of the program they have had. Those questions were used to help answer the fourth research question in this study. Table 6 contains the Likert scale results from both questions. The researcher can conclude that participants who have been in the program longer have received more training over time than newer teachers working for the program. Results from this survey also show that teachers who have worked within the program longer have more extensive training. Overall, newer teachers believed they did not receive extensive training on the vision of the program based on their answers from the survey. Teacher interviews also indicated that new teachers were receiving training from veteran teachers and the handbook rather than receiving official professional development trainings on both the vision and implementation of 21st CCLC after-school tutoring program.

Results

This research study was meant to explore the impact that 21st CCLC has on students attending the after-school program at the middle school level in Seminole County. This mixed methods study highlighted the strengths of using quantitative and qualitative data together (Caruth, 2013). After analyzing and dissecting the results, the program does not negatively

impact students overall. The quantitative data used for this student did help to define a clear

purpose and validity of the program (Zyphus & Pierides, 2017). The student data collected

displayed that student FSA math scores did increase over a two-year span. This result does not

mean that 21st CCLC was the sole reason for the increase. Students attend the program after

school for three hours a day and may only spend an hour two days a week on math; therefore,

although math scores increased over the two-year period, the researcher and statistician could not

say that the program was the definitive reason for the increase.

The second research question did show that student GPAs were positively impacted by

their attending the tutoring program. In addition to using the student data, teachers working for

21st CCLC discussed how much homework and grades were emphasized daily within the

program. This emphasis is not a part of the program's vision or implementation, but homework

help has been added to the program at all the SCPS sites that were visited. Their increased GPA

does demonstrate that although the program was not created for homework help, the addition of

homework help and tracking students' grades has positively impacted students. Title 1 schools

may struggle academically, but the middle schools used for this study are making strides to

bridge the gap (Malburg, 2015).

The third and fourth research question use teacher surveys and interviews to see if the

vision and the implementation of the program were carried out at each site. The qualitative data

collected was an important addition to the study. This information helped the research narrate

specific experiences within this program without distortions (Alase, 2017). The qualitative data

also gave the researcher insider information and support when building upon the quantitative

data that was collected (Ross, 2017). After data collection and analysis, the study does confirm

that educators working for the program are aware of the requirements although they may have

read them in the handbook or heard the needs of the programs through a veteran teacher. Although 40% of teachers said they were given a lot of training, 60% said that they had a moderate amount or a little amount of training. Based on the theme frequency that was used to find themes within the qualitative data, educators working within this program are doing what the veteran teachers advise them to do and all seem to work together well. The educators may not attend formal professional education trainings frequently, if at all, but they work together to enable the success of their students in this after-school program. In addition to teachers implementing the program, they have a passion for their students and help them succeed in school. Their passion assists in student attendance and clearly helps improve students' GPAs by keeping an eye on their grades and assisting them with homework. Attendance at this after-school program appears to benefit students personally and socially (Durlak & Foley, 2017).

Overall, this research study did find out that the after-school tutoring program is helping students GPA's and assisted in increasing their math FSA score. Educators who work for the program have jobs at the same site and have taken pride in teaching the after-school program. Schools cannot have a "one size fits all" mentality to ensure that diversity it taken into account when working with students (Dotson & Foley, 2017). They may not be aware of all necessary vision and implementation components but they have a summary of the programs necessities and successfully help students who attend the program. The researcher was able to add to prior research by developing results on how the implementation and vision of the program are carried out at the three middle schools used within the study. Prior research examined student test scores and student GPAs, but prior research has not looked into teachers' participation within the program and how that affects student achievement. This study's results demonstrated that

teachers working within the program are implementing the program and abiding the vision of the program according to the grant requirements.

Limitations

All studies have limitations, but it is important to point out that the researcher did answer all research questions necessary to complete the study. Throughout the literature review, it was difficult to find previous studies that were not created by the Department of Education or conducted by those associated with grant itself. The minimal amount of research studies conducted did show similar results: students are improving in math but not in ELA. This study cannot generalize to the whole county or other grade levels. Although using a mixed methods design was a way for the research to examine all four research questions, in the future, the quantitative data should be used for concrete evidence to answer the research questions, and the qualitative data gathered from educators within the program should be used to back up the numerical data. The survey portion of the research study could have easily been eliminated, and the researcher could have had important questions for the study answered within the interview as well. Requesting educators to permit an interview and complete the survey is a lot for such a small group of people. Increasing the sample size of teachers could also help to increase the validity of their responses within the interviews.

Future Research

After addressing the four research questions, it was appropriate to consider what the research offered in the form of future studies within this tutoring program. First and foremost, this research study was seeking to see how an after-school program that is offered to Title 1 students across the country impacted students. However, this study looked at only three middle

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schools in one county. Future studies pursued could build upon this mixed methods study by focusing on some of the same research questions but broadening the sample size of schools that use this program. In addition to the middle school level, both Title 1 elementary and high schools also offer this program, so they may offer an opportunity for a broadening of the study and/or sample size. In addition to looking into Seminole County, the surrounding counties should be researched, and further studies could investigate the entire state of Florida.

Nationwide data demonstrates that students attending the after-school tutoring program show increased scores in math state assessments, but generally not in English Language Arts. It was surprising to the researcher that students' grades had such a positive impact from attending the program. Although the program is packed with other activities, educators focusing on homework help and teaching students to check their grades online really has had a positive impact. Further studies could also look into after-school programs that involve just homework help and mentoring to improve grades.

Future research could also look into the educators who are selected for tutoring programs and the professional development they are given to enhance student success. The interviews with teachers indicated that veteran teachers working for the program for two or more years had attended some type of professional development while teachers who have worked for the program between zero and two years had not received any professional development. Although educators do have the capability of implementing a program without specific trainings on the program, further research on the effects of professional development could be investigated.

APPENDIX A:
UCF IRB HUMAN RESEARCH PROTOCOL & INSTRUCTIONS

1)   Protocol Title

Exploring the impact of 21st Century Learning Communities on students who attend high poverty and low-performing schools

2)   Principal Investigators

Faculty Advisor   Thomas Vitale, Ed.D, Coordinator
College of Education and Human Performance

Primary Investigator   Ashley Buxton, Doctoral Candidate

3)   Objectives

The focus of this study is on exploring the impact of 21st Century Learning Communities on students who attend high poverty and low-performing schools. Through understanding the data collected at the middle school level, a redesign of the program will be created in the hopes of helping 21st Century achieve the vision created by the grant.

We wish to have middle school aged students on track with math and reading based on their assessment scores (FSA). Teachers working for the program will complete a survey and deidenified student data will be collected showing attendance, FSA assessments scores, and lexile levels. This is a grant funded program that is only available to students that attend Title 1 schools. Data gathered will be used to help researchers understand how well the tutoring program is working and whether current curriculum is adhering to the vision of the program.

4)   Background

21st Century program began in 1994, but really began to expand quickly when the No Child Left Behind Act (NCLB) included it as a part of its legislation. 21st Century Learning is currently funded under the NCLB Act, but as of the 2017 school year the funding will come from the Every Student Succeeds Act (ESSA) signed into law by former President Obama (DOE, 2017). The program is centered on providing students in high-need, high poverty communities the opportunity to participate in an after-school program focuses on improving their academic abilities and social skills (Lyles, 2015). This program's main goal is to improve the academic

standings of students. However, when looking at the current data for a middle school in Seminole County Public Schools (SCPS), we see that students are currently struggling to improve their reading scores. Out of 154 students who participated in the 21st Century program from 2015-2016 in SCPS middle schools, 115 of them did not pass the reading FSA (N.A., 2016). Although this is a problem for the organization, it is also a problem for the county. Another program with a similar goal that is prominent in northeast Florida also reported that although academic instruction is the most important aspect of their program, students are still struggling with assessments (Hall, Williams, & Daniel, 2010).

Students in Title 1 schools are having issues not only in reading, but also with attending school in general. Students may feel that they are unappreciated by teachers and struggle with a lack of ambition to finish school (Hall, Williams, & Daniel, 2010). 21st Century's program is meant to provide students with a place to go after school where educators will help them in areas where they are behind, and also to work with students on life skills that will help increase their ambitions for later in life (Lyles, 2015). 21st Century evaluated the assessment data they collected on the students enrolled in their programs and found that only 5.4% of students that attended the program at Spring Creek Middle School saw an improvement on their reading assessment (Lyles, 2015). While there was no improvement for 6th-8th graders at Spring Creek Middle School for reading, there was for math.

When looking at the 2.2 million students nationwide that are a part of this program, students are spending an hour of their two hour session on enrichment or recreational activities. Although this helps break up the day for students after they have already attended seven hours of school, the minimal time spent on academics has not been enough to improve test scores.   This problem should be given consideration not only through 21st Century but also throughout the schools. It is also important that 21st century staff members enter professional development programs to educate themselves on how students learn and how they can improve students testing skills (Hall, Williams, & Daniel, 2010). Staff members that work for 21st century are certified school teachers within Seminole County. At the beginning of each year educators within the county have the opportunity to apply for this position to make extra money. There is a problem with the lack of impact that 21st Century is having on students' FSA testing scores in reading and math. Too many students within schools conducting the program are failing FSA assessments; therefore, there should be a focus on the importance of change within the program's current implementation.

Students within the program are also struggling with attendance in school and continually receive referrals. Data from the grant website shows that students attending this program are receiving less referrals in class nationwide, but there was no difference in student attendance (N.A., 2016). Therefore, in addition to looking into core classes and having the tutoring program develop curriculum to help in those areas, the program should also devise a plan regarding how to get students to attend school and stay out of trouble. This problem within the tutoring program affects students that are attending Title 1 schools within 48 states that use this program. 21st Century is a well-known program; therefore, it is important that proper implementation is in place to achieve positive results. Students can attend this program from kindergarten through twelfth grade in each county. Focusing on core classwork and improving those test scores will hopefully increase the number of students that end up graduating high school and help show how valuable this program can be to Title 1 schools.

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N.A. (2010). ESEA: 21st century Community Learning Centers. U.S. Department of Education, p. 1-9.

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5)   Setting of the Human Research

The study will be conducted at 21st Century Tutoring site in Seminole County at Spring Creek Middle School, Ocean Breeze Middle School and Big Cypress Middle School. The principal investigate will use research methods to create questions that will look into the impact of 21st Century within middle schools in Seminole county. Thorough research will be conducted prior to entering schools and collecting data. Student data will be used that is already collected for the tutoring program; this data will be received by the research team already de-indentified. Teachers will be asked to complete a survey through Qualtrics and participate in an interview in the setting of their choosing. At each site (Spring Creek, Ocean Breeze, and Big Cypress).

6)   Resources available to conduct the Human Research

Principal investigator (Ashley Buxton), and faculty advisor (Dr. Thomas Vitale) will be available as resources. Primary investigator and supporting researchers are familiar with Seminole County Public Schools and have completed prior research experiences within the county.

Upon IRB approval, the estimated time to conduct and complete the research will be approximately 6 months.

The principal investigator and faculty advisor will agree to responsibilities in a skype teleconference, via email and/or text message.

The study will be conducted within Seminole County Middle Schools. Upon approval at the study site.

7)   Study Design

a)   Recruitment Methods

The study will be conducted within the Seminole County Public Schools. Researchers will approach the tutoring program coordinator at the county level for recruitment purposes. Researchers will meet with middle school program administrators for approval to conduct research within their school.

Spring Creek, Ocean Breeze, and Big Cypress Middle School in Seminole County will be used for surveys and interviews. Therefore the estimated number of total subjects participating in the research project a maximum of nine teachers. The same nine teachers will be used for both the survey and the interview.

Methods utilized to identify potential participants first include advisement from the administration at the county office that work with 21st Century. Teachers involved in the middle school tutoring program will be contacted for the survey and interview. Teachers will be contacted through the middle school coordinator.

Teachers that accept the consent in the survey must answer the first question, which is the Explanantion of Research. Teachers who agree participate in the study will be granted access to take the online survey. Teachers who do not agree to participate will be directed to the end of the survey.

21st Century administration will send out an email to the teachers that work for the tutoring program. Teachers willing to participate in the interview will receive an informed consent form before the interview. Middle school students' data will be gathered from Title 1 middle schools that participate in the program in Seminole County.

Teachers that are willing to participate in both the survey and the interview or just one will contact the coordinator through email.

See attachments for the Explanation of Research.

b)   Participant Compensation

There is no compensation or other payment for taking part in the study.

c)   Inclusion and Exclusion Criteria

Survey participants will be teachers that work for 21st Century Program in Seminole county at the middle school level.

Participants do not have to answer every question or complete every task. Data will be collected and processed through Qualtrics.

A copy of the survey is attached.

d)   Study Endpoints

N/A

e)   Study Timelines

The online survey is no more than 10 questions and should take participants no more than ten minutes to complete.

The interview will take about 10-20 minutes and will take place at Spring Creek, Big Cypress, and Ocean Breeze Middle School.

Researchers anticipate time to enroll all study participants will take approximately 2-4 weeks. Data collection for primary analysis should be complete by April of 2018.

f)   Procedures involved in the Human Research.

Researchers will not mislead participants or withhold information. Researchers will meet with appropriate SCPS personnel to reduce risks for error.

Internet surveys will be created online through UCF's Qualtrics service. An invitation to complete the informed consent will be distributed to teachers that work for 21st Century in Seminole county.

Interviews from teachers that work for 21st CCLC at Spring Creek Middle School will be conducted. I will record the interview and those will be kept in a safe and then deleted after this study.

Data collected will seek to understand how 21st century is impacting high poverty and low-performing schools in Seminole county at the middle school level.

Timeline for Completion:
        -2018 March   IRB approval process / SCPS approval process
-2018 Apr   data collection
-2018 May   data collection
-2018 June   data collection complete

g)   Data and specimen management

Participant's survey results will be stored in the Qualitrics system for anaylsis by the investigative team listed on this IRB application.

Interviews will also be conducted with teachers at Spring Creek Middle school that work for 21st CCLC after school. Audio tapes from the interview will be stored until August 2018 upon graduation from UCF. Then tapes will be destroyed. Names and contact information will be shredded upon completion of the program in August 2018.

h)   **Provisions to monitor the data for the safety of participants**

Because this research presents minimal risk to the participants, we do not anticipate collecting any data that will cause harm or reveal any risks to participants.

i)   **Withdrawal of participants**

Participants will be allowed to withdraw their involvement at will and without penalty.

8)   **Risks to participants**

There are no expected risks for taking part in this study. There are no reasonably foreseeable risks or discomforts involved in taking part in this study. We are taking appropriate steps for disclosure in order to protect participant confidentiality.

9)   **Potential direct benefits to participants**

There are no expected benefits to participants for taking part in this study.

10)   **Provisions to protect the privacy interests of participants**

All online survey information collected from teachers will be anonymous. Interviews will be conducted in a private setting of the interviewee's choice.

11)   **Provisions to maintain the confidentiality of data**

Per UCF IRB Policies and Procedures, human research records, not including identifiable data, will be maintained for at least five years after closing out the human research. All online survey information collected from teachers will be confidential. Qualtrics survey data will be kept de-identified and password protected. The surveys will be completed anonymously. Teachers contact information from interviews will be destroyed after completion of the program in August 2018. All links and recordings will be destroyed in August 2018.

12)   **Medical care and compensation for injury**

N/A

13)   Cost to participants

N/A

14)   Consent process

Teachers must read and answer the first question of the online survey which is the Explanation of Research. Clicking on "I agree and wish to continue participationg in the survey" will allow teachers to continue to take the online survey. Teachers who click on "I disagree and wish to end my participation in this survey" will be immediately exited to the end of the survey, thanking them for their time.

15)   Process to document consent in writing

We are requesting a waiver of written documentation for this minimal risk study.

16)   Vulnerable populations

We do not anticipate collecting data from vulverable populations.

17)   Drugs or Devices

N/A

18)   Multi-site Human Research

N/A

19)   Sharing of results with participants

Results of the study will be shared with Seminole County Public School. SCPS may post the study report on their website for public access.

APPENDIX B:
IRB APPROVAL LETTER

University of
**Central
Florida**

Determination of Exempt Human Research

From: **UCF Institutional Review Board #1
FWA00000351, IRB00001138**

To: **Ashley M Buxton**

Date: **March 20, 2018**

Dear Researcher:

On 03/20/2018, the IRB reviewed the following activity as human participant research that is exempt from regulation:

Type of Review:	Exempt Determination, Category 2
Project Title:	Exploring the impact of 21st Century Learning Communities on students who attend high poverty and low-performing schools
Investigator:	Ashley M Buxton
IRB Number:	SBE-18-13714
Funding Agency:	
Grant Title:	
Research ID:	n/a

This determination applies only to the activities described in the IRB submission and does not apply should any changes be made. If changes are made and there are questions about whether these changes affect the exempt status of the human research, please contact the IRB. When you have completed your research, please submit a Study Closure request in iRIS so that IRB records will be accurate.

In the conduct of this research, you are responsible to follow the requirements of the Investigator Manual.

This letter is signed by:

Renea Carver

Signature applied by Renea C Carver on 03/20/2018 10:14:31 AM EDT

Designated Reviewer

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APPENDIX C:
SCPS APPROVAL LETTER

April 2, 2018

Ashley Buxton
605 Chelsea Road
Longwood, FL 32750

Dear Ms. Buxton,

I am in receipt of the proposal and supplemental information that you submitted for permission to conduct research in the Seminole County Public Schools. Thank you for clarifying your study and working with Dr. Prashad to acquire accurate information related to Seminole County Public Schools 21st CCLC middle school programs. After a review of these documents, it has been determined that you are granted permission to conduct the study described herein.

Your project, *21st CCLC Impact on Middle Schools in Seminole County*, is of interest to the district. Your first order of business is to confirm with Ms. Erickson, Principal, Greenwood Lakes; Mr. Kubis, Principal, Milwee; and Dr. Coleman-Baker, South Seminole, that you have their permission to conduct research on their campuses. As shared with you previously, all research must be conducted after employee's contracted hours.

We look forward to receiving a copy of your results. Best of luck with your study!

Respectfully,

Anna-Marie Cote

Anna-Marie Cote, Ed.D.
Deputy Superintendent, Instructional Excellence and Equity

cc.   Ms. Demetria Faison, Executive Director, Middle Schools
Ms. Breezi Erickson, Principal, Greenwood Lakes
Mr. James Kubis, Principal, Milwee
Dr. Mia Coleman-Baker, South Seminole
Ms. Jamee Minnetto, Director, Federal Projects and Resource Development
Dr. Anjani Prashad, Coordinator, Title I and Special Projects

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APPENDIX D:
EXPLANATION OF RESEARCH

University of
**Central
Florida**

EXPLORING THE IMPACT OF 21ST CENTURY LEARNING COMMUNITIES ON
STUDENTS WHO ATTEND HIGH POVERTY AND LOW-PERFORMING SCHOOLS

Explanation of Research

Principal Investigator: Ashley Buxton, Doctoral Candidate

Faculty Advisor: Thomas Vitale, Ed.D, Coordinator
                                    College of Education and Human Performance

Investigational Site(s):   Seminole County Public Middle Schools

Introduction: Researchers at the University of Central Florida (UCF) study many topics. To do this we need the help of people who agree to take part in a research study. You are being asked to take part in a research study which will include about 9 middle school teachers that work for 21st Century. You are being invited to take part in this research study because you are a middle school tutor for 21st Century within Seminole County.

The persons doing this research is Ashley Buxton, Ed.D doctoral candidate, with the College of Education and Human Performance at the University of Central Florida. Because this researcher is a doctoral candidate, she is being guided by Dr. Thomas Vitale, a UCF faculty advisor in the College of Education and Human Performance

What you should know about a research study:

- Someone will explain this research study to you.
- A research study is something you volunteer for.
- Whether or not you take part is up to you.
- You can choose not to take part in the research study.
- You can agree to take part now and later change your mind.
- Feel free to ask all the questions you want before you decide.

The purpose of this research study is to examine the impact 21st Century learning Communitites tutoring program has on students attending the after-school program within Title 1 Schools in Seminole County.

What you will be asked to do in the study: First, you will be asked to complete a survey in Qualtrics with questions pertaining to 21st Century tutoring program. Then, you will be asked to answer questions in an interview pertaining to 21st Century tutoring program. You do not have to answer every question.

Location: The survey will be completed online and you will be asked for an interview at a location of your choosing.

Time required: We expect that the survey will take about 10 minutes and the interview will last 10-20 minutes for a total participation time of 30 minutes.

Risks: There are no expected risks for taking part in this study.

Confidentiality: We will limit your personal data collected in this study. Efforts will be made to limit your personal information to people who have a need to review this information. We cannot promise complete secrecy. Organizations that may inspect and copy your information include the IRB and other representatives of UCF.

You will be audio recorded during the interview. If you do not want to be recorded, you will not be able to be in the study. The tape will be kept in a locked, safe place. The recording will be erased when the study is over in August 2018.

Study contact for questions about the study or to report a problem: If you have questions, concerns, or complaints, or think the research has hurt you talk to Ashley Buxton, Ed.D doctoral candidate (Email: ashleybarody@knights.ucf.edu) or Dr. Thomas Vitale, Coordinator, in the College of Education and Human Performance at UCF (Email: Thomas.Vitale@ucf.edu) .

IRB contact about your rights in the study or to report a complaint: Research at the University of Central Florida involving human participants is carried out under the oversight of the Institutional Review Board (UCF IRB). This research has been determined Exempt by the IRB. For information about the rights of people who take part in research, please contact: Institutional Review Board, University of Central Florida, Office of Research & Commercialization, 12201 Research Parkway, Suite 501, Orlando, FL 32826-3246 or by telephone at (407) 823-2901. You may also talk to them for any of the following:

- Your questions, concerns, or complaints are not being answered by the research team.
- You cannot reach the research team.
- You want to talk to someone besides the research team.
- You want to get information or provide input about this research.

Withdrawing from the study: You may decide not to continue in the research study at any time without it being held against you.

APPENDIX E:
PARTICIPANT INTERVIEW RESPONSE TRANSCRIPTS

Participant Interviews

Me: How well has the school embraced 21st Century Learning Centers at the school?
1: I'm pleading the fifth on that one. Yea they great, they support the program, they support it. If we need something they help us get it.
Me: Miss Stryker was talking about how you guys are doing like a whole, like spirit week.
1: Yea, yea she's the one doing it. We are doing a little spirit week with Mrs. Stryker as the lead. She's doing it to coincide with earth day.
Me: Yea that's what she said.
1: They are doing it while in looking into endangered species.
Me: Yes. That's what she said. She was in the middle of working on the sign with the students during our interview.

Me: How aware are teachers of the guidelines of the grant?
1: Yea. We do professional development just like daytime teachers. You get the 21st Century handbook that goes over the guidelines.

Me: What process is used for training teachers to work within the program?
1: They are given the handbook and we go over it together before the teacher starts working for the program. We also have county-based professional development meetings.

Me: How are Project Based Lessons used within 21st Century Learning Centers?
1: Every teacher has to create lesson plans with the project-based mindset. Those have to be submitted to the lead monthly.

Me: Is student attendance a reflection of the programs success?
1: It helps when they are coming all the time. The daily progress of the homework and doing checks and balances with them enable us to monitor them a lot.

Me: What has your experience been like within 21st Century Learning Centers?
1: Great. I mean its great because a lot of the additional time to work on the material and everything provides an atmosphere for them to learn.

Me: I've heard that you help them outside the academic realm.
1: Yea, yea.
Me: You are helping them with everything.
1: It's parenting. I tell every body, first you teach them is parenting. Parenting and teaching skills stills in addition to what they learn in school is important. We work on homework, we work on hand and eye coordination. A lot of them don't have basic skills, so we spend time trying to develop them.
Me: Yeah, that is all extremely important.

Me: What academic enrichment is provided for students attending this program?...What core classes do they work on?

1:They focus on the two basic core classes; math and reading. We have a reading teacher and a math teacher. Well basically the way our program is set up this year, myself and Mr. Cornelous we are math teachers, Mrs. Stryker is an ELA teacher and Ms. Dana works with them on reading. We have the full impact with all of those teachers.

Me: It sounds like you have really rounded teachers working.

Me: What non-academic services do you provide?

1: We do everything, group fitness; we do a lot of group work. We go off the grid a little bit because we have a lot of parents that are not really talking with the kids. So they feel comfortable with us.

Me: You are giving them the opportunity to have someone to talk to, which is a big deal.

1: We are able to help them in real life situations.

Me: How does student attendance affect funding?

1: Well you have to meet your ADA. Students also have to stay the full duration of the program; so from 4:15 to 6:15. If they leave before 6 o'clock, then the funding decreases.

For the past two years we got rid of the buses so that helped with funding. They tried to use that money in another way. That was a big chunk of the budget that was gone though by spending it on buses.

Me: How are literacy and education services provided to families of children attending the program?

1: We have family nights and try to put on programs. We try to make it convenient and we work with the parents to make it as painless as possible. It is hard for parents to attend something at 6:30 after a full workday.

Me: How well has the school embraced 21st Century Learning Centers at the school?

2: Like, you know, wanting kids to attend?

Me: Yea

2: The original regime I think was supportive, but this current one I get the impression that it's not so much. When something happens; the original principal Mrs. Abbott, when it was her she was pretty supportive of the program. I don't want to say that to Mrs. Erickson it's not important at all, I don't think it's not a priority for her.

Me: When I was at Spring Creek it was similar.

2: She was new last year so I don't think it was a priority for her. I think we went down a few ranks on her ladder because she had other things to worry about.

Me: How aware are teachers of the guidelines of the grant?

2: That's changed over the years quit a bit. Two years ago, three years ago…. Two years ago was crazy, last year it was crazy. I think that that has to do with the regime changes at the district and I'm not sure how to big 21st century is these days.

Me: To my knowledge the department has shrunk at the district office.
2. It used to be a lot of people involved and now there aren't. I think because of that it's been a little bit foggy area as far as what we can do this year is the best because we went back to the basics as far as skills and make sure that kids get homework done. We get to work on activities and keep it simple. I think last year was very complicated.

Me: When I started, like four years ago, they wanted us to do so much in two hours, it was almost impossible. When we'd chuck back some stuff, we were able to get into a deeper, content-based lesson
2: I think that parents want homework done and I understand they don't want to pick their kid up at 6:15 and have then need to do homework all night. They tried to take that away from us last year and we had to kind of like work it in but it was only for 15 minutes.

Me: That was the issue when I worked there as well.
2: Parent then started pulling kids so they don't get home at 7 and have to complete their homework. This year it's much easier because its streamlined. Yea, last year was difficult because they wanted certain things.

Me: On the grants website they have kind of changed the rules over time and I think because they realize what we're asking them to do isn't really realistic and they're making this not being in the classroom.
2: So a lot of parents are disappointed that we won't have it anymore because. So I think a lot of parents are hoping that we can bend the rules and really help students to the bext of our ability while we are still here.

Me: What process is used for training teachers to work within the program?
2: New teachers are trained by veteran teachers and given the handbook from the county. We go over the rules and regulations with them so they can understand the project based lessons that we create for students.

Me: How are Project Based Lessons used within 21st Century Learning Centers?
2: Yeah, right now they're doing one and it is really cool. The ELA teacher is working on a poster for earth day and we are going to have our own 21st century spirit week during the week of earth day. It's really cool because the kids get to show off what they are doing in class. We do a lot of homework but we are also working on stuff with Miss Dana; a project with the basketball teams and like neighbor jerseys and she had all the kids to school encouraging the players in the locker room or hanging up in the gym and stuff like that. So that was a project-based thing, worked in teams and creative jerseys and stuff like that. So, um, but this year, I mean not a lot of project based stuff. We do a few things here and there.

Me: Is student attendance a reflection of the programs success?
2: yea we have one in there right now that she did great the first semester and the last 9 weeks she was training for the 5K run that we had at school and she participated in the heritage festival so she wasn't here. So she had a D on her algebra 1 class on her report card. She was focused.

Me: That is a testament to what you all are doing here.

2: Now she is back here and her grades coming back up a little bit. So, I think that attendance does affect their outcome in school.

Me: What has your experience been like within 21ˢᵗ Century Learning Centers?

2: I have been working for 21ˢᵗ century for the past 5 years. It's been good overall, I love working with the kids. I don't try to get involved in the politics; I'm just here to help them. It's been frustrating from time to time because there has been such turn over. So there have been no clear regulations over a long period of time.

Me: I know that at the county office there have been many different people in the position over 21ˢᵗ century.

2: Yeah, we had Miss. Reda for a while. And before Ms. Reda we had someone else and she was always here…and then we had someone else. It's frustruating because it's not consistent. So that's why it was freshing this year just to keep it simple. We have gone through so many ups and downs so it was nice to keep it simple. As far as working with the kids and the staff members it's been great.

Me: What academic enrichment is provided for students attending this program at _____?

2: Yeah, predominantly math and reading. This year after the homework time on Tuesdays and Thursdays, those are my math days. 6ᵗʰ and 7ᵗʰ graders are put together and we do math and then the 8ᵗʰ graders come in and they do their math. So tomorrow when they go in to class the goal is that they feel a little more confident on what they are working on. Yeah, so it's primarily math and reading but of course while they are doing homework we help them with all subjects. We help with the science, history, and civics is a big one for the 8ᵗʰ graders. That's a huge class for them.

Me: What non-academic services are provided at _____?

2: Physical fitness, we have a guy that we show videos of a lot. Dr. Eric Thomas, we have kids watch the video and then complete worksheet together to draw conclusions from each video. Um we do that in here, we also do motivational mentoring through his videos, physical fitness whether is be kickball games in the gym or you know how the grant asked for three times a year that we have someone come in, then we do that. We do art as well with them.

Me: How does student attendance affect funding?

2: Yeah, yeah, a little bit disappointed because we had so many applications turned in this year but they only let us have 25-30 students. We had like 40-50 applications. I guess because of the budget cut, I don't know, I guess the budget was cut so they were like we can't afford to have that many kids.

Me: Having that many kids sign up is a testament to what you guys are doing here.

2: A couple of years ago we had like upwards of 70 or 60 kids sign up. We had that many so this year we were like kind of, I'm like a rebel sometimes, so I didn't care what they cap what and I took applications. So we had about 40-50 applications quick, and we were turning people down and had to tell them that we couldn't take they kids. SO you know the budget restrictions kept us

from being able to do that. We know that we have the ratios but we don't care. We will figure it out. We have strong personalities and we can control our kids. Sometimes there may only be one or two of us here, and we would manage it. I think that was disappointing to us because it was the last year of the program and we had to turn people away.

Me: What's going to happen next year.
2: Yea, exactly. I was telling our 7th graders that they would not be able to come next year and they were like what are we going to do. It's not just a babysitting service for them, other kids are getting so much then just homework help. We are not happy about not having the program for next year.

Me: How are literacy and education services provided to families of children attending the program?
2: We have done some in the past as well as this year. Last year we had a lot of family literacy. Last year we used to piggy back off what the school was doing. We would invite our parents to whatever was happening in school. Hey, you know, there is something going on tonight at school. We would piggyback off that. We did a lip-sync battle last year and we are going to it again this year as well.

Me: That's great it would get parents to come to school.
2: We want to see the parents up there too. We have the kids form groups and stuff and then try to get the parents to go up there as well. We are going to try to get that going again before the end of the year.

Me: I seems like you guys are running a great program here.
2: We see eye to eye and I think that it makes us working together a great place for the kids. The kids know how to act. I can't say that we haven't had bad students but majority of them are happy to be here. They are good kids and this is the first year that we have had a lot of 8th graders and I think that sets the tone for what we are trying to do here. The 8th graders help set the bar for the 6th graders. The 8th graders that we have here have been here since they were in 6th grade. We usually do not have many 8th graders; this is the biggest 8th grade group that we have ever had. This is the first year that 8th graders outweigh the rest of the group.

Me: How well has the school embraced 21st Century Learning Centers at the school?
3: Since I've been here, the teachers and the administration have been very supportive of the program. Um, I think the administration, the teachers have it been very supportive of the program, so I would say they embraced it very well. Um, I enjoy working at the program. I think it's a great place for kids, a safe environment for them to do their homework, socialize, do some extracurricular activities. We've done so many things throughout since I've been here for two years.

Me: Yeah, you guys have always done a really good job of getting them doing extra.
3: Yeah. Things like, right now we're in the middle of start while we're just starting a lego robotics. We've done, we did a play at Christmas. We did a Christmas Carol. It was amazing. I have it on video if you want to see it.

Me: Yeah, that is awesome.

3: Yeah. Yeah. Once they get homework and it's all certified teachers so they can get extra help if they need help.

Me: How aware are teachers of the guidelines of the grant?

3: I don't think anybody is really aware of the guidelines. I don't think that most of your general teachers that are not associated with the program have any idea of the PBL's, paperwork, because they don't know all the extras. I think they just think it's kind of an after-school tutoring program, which it's a lot more involved than that. Yeah. I don't think that many people are aware of that, of all the little extra little things that go on.

Me: What process is used for training teachers to work within the program?

3: Um, for the most part teacher just kind of jump in. Teachers have been offered district training. I've been to two or three district trainings. Mr Vicky's been to a training. I don't know if Ms. Shrineburg has been to training. It was a whole day, like nine to five. And then um, for the most part we have little faculty meetings and we just kind of relay the information like what we did with patty where we come around the table one day and meet. We do those about once a month just to kind of fill everybody in and talk about the pbs and brainstorm ideas and things like that, which is helpful.

Me: How are Project Based Lessons used within 21st Century Learning Centers?

3: I typically do a project a month. So in the fall, in October we did spooky science and it was, we made, uh, are our pbl big question was which ingredients makes the best slime? We made it with borax and glue. We made it out of, um, stuff that we actually had to order it from a science companies like, um, I can't remember what it was called, but we just, we had about four different types each week we tried a different ingredient and then November we focused on gratitude and we wrote to different groups of people, we wrote to soldiers. One week we wrote to the cafeteria ladies who make us cookies. We, it was all about gratitude. December we did a Christmas Carol, which we had two different sets or two different groups. We had the play, uh, the actors and the crew, huge turnout. We had teachers come, parents come, we did it after school. The play started at 4:30. Then we had a Chinese gift exchange after and we had treats it was amazing. It was probably one of the best things we've done. And then January, we went back to study skills starting the new semester. That's how we started the year in September. We did studies skills in January. February we did Olympics. Like we learned how to write their name in Korea. We did some research and learned a little bit about Korea. Then we did a scavenger hunt about different, uh, Olympic Games. Mostly winter, but we did dabble a little bit in the summer, but since it was the winter Olympics and then March and April we have been waiting for the Legos which just came in. We were supposed to do Legos in March. So what we ended up doing is kind of merging March and April and we were doing a recycle, like we made a mancala boards out of egg cartons. They're fun and they had to design them. We had a contest and Maurice and Zoo Zoo won first place. Then we learned how to play mancala and then everything has to be recycled. Like we use the egg cartons and then we made a little planter out of milk cartons and we're going to plant a seed and recycle. And then we will wrap up with the Lego robotics. So there's one project a month is usually what we do and they love it.

Me: Is student attendance a reflection of the program's success?

3: We have kids that consistently come every day. Um, and I think that a lot of that has to do with their parents and just wanting a safe environment for them. Some kids have, like Dan never comes on Wednesdays because he has something that he does. Jay lease in Louis they have church on Wednesday so they don't normally come on Wednesdays. The Lucas family has their sixth, seventh and eighth graders, you know, they come every day. They get a snack and they get great social skills. It's hard to know what affects the attendance. The older they get the less they come. I think that sixth graders are more eager to attend then the 8th graders.

Me: What has your experience been like within 21st Century Learning Centers?

3: Well I've worked, and I started the summer program at the elementary school when I worked at English Estates and I worked with them the first year they implemented it at English estates; It was during the summer. They started at the end of the grant and uh, are at the beginning of their grant was in the summer and so they wanted to use up that year's money so they had a ton of money and we went on, like we went on field trips to Epcot. We went to LEGOLAND. And um, you know, my experience with 21st century I think has been very positive. The projects have been fun. The kids enjoy them. I do that for middle school the focus should be on academic success and helping them with classwork that they struggling with. Having somebody that you're accountable to; let's go check it out Skyward every day. What homework is currently finished? We've done a lot of that and I think that really helps. So I think it's a very positive program. Um, in that regard. It's a safe place. Um, we don't have a lot of behavior problems. We try to make it fun. We got work to do. It's a relaxed atmosphere, but we do have a job to do and they usually know that. Most kids are pretty receptive to that and I think when they know you care about them.

Me: What academic enrichment is provided for students attending this program at Spring Creek?

3: Still math and reading. We read the wonder novel. We try to do a novel read. Um, we do incorporate, Iready to help with some of the holes in their skills in reading and math. So we do have a regular time that the kids do it. We're not doing it this week and next week because the testing on, they're getting enough. But um, we do Iready and then all the PBL's have to have an academic component, whether it's reading or math science. So we try to infuse all of that together.

Me: What non-academic services are provided at Spring Creek?

3: Well, or like we used to do, we are a little loose structure now, but um, we did try to theme it like we did basketball study, we did yoga, like the girls did yoga, the boys did basketball. So we try to do a little bit of research in the rules of the game. We've done kickball, but they're still getting something new. Every Wednesday and every Friday. And um, we try to do a little art here and there's not as structured as it used to be. Ms. Wofford had students create their own meal with the food groups from a different country, which was kinda cool. Like Greek and you gotta find their healthy food. And they had to prepare them a breakfast, dinner and lunch using the food pyramid that we taught.

Me: How does student attendance affect funding?

3: We always had overcapacity until, just recently. So we haven't, we haven't had any effects on fund yet because we technically been over. We are under the radar for some paperwork that Mr. Alvarado has to clear up like with parent involvement or stuff like that, which I guess is tied into funding.

Me: How are literacy and education services provided to families of children attending the program?

3: I think that the issue is the timing. And we've had parents that have been tremendous help in helping us. Like we did a Rice Krispies project; I figured out we had this one unit on sometime in January where we say to the history of Rice Krispies treats. They have been around since the 1920's. So we made Rice Krispies and I had parents come in and help me with that. All the parents voted on in mancala boards. They all came in and voted. They put a bean and their favorite mancala boards. We try to get them as involved as we can.

Me: How well has the school embraced 21st Century Learning Centers at the school?

4: I think that our school has embraced the program as a whole and they've shown that they have, because they are allowing us to have our own spirit week. One of the enrichment activities that they had completed before we went to spring break. We have had all of these things that were against, we're against bullying and against drugs and were against this, but like what do we support? And so they came up with like nature and the animals. And so we brainstormed, like we emailed the admin and said, you know, like, Hey, can we do a spirit week? And they said, ah, you know, send us the details and then we'll go over the details in a meeting and we'll get back to you. So we brainstormed some ideas on what we could do and um, we sent it over to Admin, they said what they liked, what they didn't like and give us feedback. And now here we are our spirit week, our, um, nature and the animal awareness is going on right after Earth Day. So that following the 23rd through the 27th.

Me: How aware are teachers of the guidelines of the grant?

4: I have had a few conversations with the lady that comes from county, but since I'm not a lead teacher, I'm not the one that really handles it. The few times that I have been lead and I have been working, they basically just do like check in and um, they usually meet with the school instead of me. So Mr Mitchell would probably be the one that knows that best, but they're great about dispersing information because, you know, like I've always known that I need to have lesson plans turned in monthly, and to hand out snacks.

Me: What process is used for training teachers to work within the program?

4: Whenever Emilia's Smith was the school based lead, she had trained me originally what I would do like day to day and then whenever the role switched over and then Mr Mitchell took over, he had always let me know that, you know, you're going to do enrichment, like you have freedom to do whatever it is, if you want, have a lesson plan for me, like on a monthly basis, like what you're going to be teaching and focusing on. I don't think that it's super, um, I've never felt like it's super labor intensive in terms of like planning and then like assessing because I, like I

said, I teach enrichment. So we do like sharing and caring, you know, like if you have the monkey you get to talk and like I asked more questions.

Me: How are Project Based Lessons used within 21st Century Learning Centers?

4: Somewhat…So I have taken that model and I've ran with it. I don't know if that was necessarily what was happening whenever Ms. Smith was still over it. We had some issues with um, parent pick-up. Like coming to get them like way too early on, so whatever, like the enrichment teacher at the time would start, there was never any follow through that they could be completed. We've had a turnover of students in the program within the past few months. So now we are, we have some new faces, but like parents that actually use the program for what it's worth for what it's used for, not necessarily like free babysitting, you know what I mean? I don't know if you ran into that issue with Spring Creek.

Me: Is student attendance a reflection of the program's success?

4: I think that it has changed, definitely changed because now that people were coming here actually want to be here, that it affects it. So the people who are actually here are people who actually want to be here. Emily has particular days that she comes, which are Tuesdays, Thursdays, Fridays; she's always here. And I think Yama has been here 6th through 8th grade.

Me: What has your experience been like within 21st Century Learning Centers?

4: I think it's a good experience, I was just talking to my friend about it that like I come to 21st century because not because like I need a second job, but because it's a nice way to get to meet new kids and like opening up relationships with students that I wouldn't otherwise. So it's just nice to get out of your own room for a while.

Me: What academic enrichment is provided for students attending this program at Big Cypress?

4:.Either reading and math. I know for sure we teach history and science any day that I'm not here. Sometimes it depends on the article out of the magazine. Sometimes within the reading instruction they'll cover science.

Me: What non-academic services are provided at Big Cypress?

4: So Ms. Dana does art. I do the fitness Fridays when we go. Well here's the thing is that like, it's like low key fitness, like we go on a walk to the park and like what I get out there and we swinging, we will do like some planks and there's like a little workout area over there. Yeah, sometimes, you know, we're not like over here like lifting weights, but being active. I do feelings like we talked about our feelings. We did the art of self-discovery for a while. I'm like, I don't want to call it like a community outreach, but almost like a community involvement, like to get involved within their own school. Like I said, we're a part of our spirit week, we're doing the park clean up. That's like for the one that's out here, uh, by the Lake Mary trail.

Me: How does student attendance affect funding?

4: So if not as many students come then our budget shrinks affecting what we can do with the kids after school.

Me: How are literacy and education services provided to families of children attending the program?

4: Back in January; there have been two, but we had like an FSA reading and FSA math night. And so most of our students who are in 21st century are below proficiency. So their parents received a special invitation to attend a FSA reading FSA math night to like break down the scores to show what it means that they're not proficient. Talk about like how like the data chats with the intensive teachers.

Me: How well has the school embraced 21st Century Learning Centers at the school?
5: Mixed results; Um, primarily because admin is very supportive, but with it being an outward grant and not something directly done with the school, it's not as involved with the support, if that makes sense. Yeah, since it's not a Spring Creek specific thing they are supportive of the program and what we do and how we do things, but it's not as involved with that support. So as for me, they definitely are very supportive with what we do we do it. Teacher wise much more mixed only because for those of us who do it were extremely supportive of other people either don't know that we do it at all or um, don't they recognize that we have the less desirables. So therefore like some of the responses were like, Oh wow, have fun with that. So for those who know that the heart of what we do, they're very supportive. Everybody else is either not aware or like wow. So very mixed in support aspects.

Me: How aware are teachers of the guidelines of the grant?
5: We're pretty open to the communication aspect of that and just really here's your protocols. We're not going to tell you anything inside or outside of that. Just so that there's no confusion. Very clearly this is what you are doing. As for the specificity of it, if we are the helpers we don't do as much with the awareness and like, yeah, we're going to need to know basis. This is what you need to know. So just do it. We know what we need to.

Me: What process is used for training teachers to work within the program?
5: I have not had to train anyone, I was trained by Trish and someone from the county when I first started. They let me know what I needed to do on a daily/monthly basis for the program.

Me: How are Project Based Lessons used within 21st Century Learning Centers?
5: We have like a quarterly theme and then within that theme will kind of break it down month by month of like, OK, like here's something specific. So like with um, uh, this quarter like you know, it's all April to May. So then we have like, you know, earth day/month, you know, so like we're going to focus for this month on that and then next month we'll do something a little bit different but still kind of keeping on with the general quarterly themes so that they recognize that it's multifaceted but like multiple opportunities to do things. So it's keeping it new and fresh.

Me: Is student attendance a reflection of the program's success?
5: Without the kids we don't have it, so big time on that. Whether it is for me, it's, this is my technically second year teaching and this my first full year during the program. Last year I started in March it was right after spring break. So, um, although it's my first full calendar year, I got a taste of it last year. So for the kids that I got to meet last year, having that carry over this year, it's all about, for me, it's about the relationships I can, I could care less what the other academic portions of it are because they all are so many different places and backgrounds and classes and strategies and structures and everything else in between. For me, if they're not here,

especially since I'm only a couple of days a week, I can't see them to continue building to have the rest of the success that they do while they are here going.

Um, so for me it's more than just them showing up, it's them emotionally showing up. And I'd like I've got, especially with my eighth graders and stuff in the program, um, I teach sixth grade. I've got one group of seventh, but you know, last year I taught sixth grade this year at the sixth grade, um, that I've got eighth graders who I only know because of this program, but they'll come find me during the day either just to say hi or to tell me something that's going on around or ask for help on something else and I would not have that. Otherwise, if they weren't here and I wasn't here and we weren't doing well. They're my people and having, especially like my personality style will, all of our personalities as being fundamentally different for the teachers, but mine being as abstract as it can be sometimes when they're not getting along with one of the other teachers. It also gives them that safe place to go to. Um, and then of course when I'm on their case and up their but and around the corner, like what are you doing and why we're doing this and they can go over with another teacher. Um, so I mean if they don't show up then we can't do the things that we to do. But yeah. So attendance is a big definitely.

Me: What has your experience been like within 21ˢᵗ Century Learning Centers?

5: I'm going to miss it next year. The students; I will miss it a lot actually. The students that I have personally who also are here after school, um, it's allowed me not only to deepen my connection with them in the classroom, but it's also helping to kind of tutor them after school. So the one on one attention I don't get to have with them in the classroom because it's so much chaos all the time. Like it's helped me to help them more um, but even more so my outreach ability with all of the other kids I never would have known otherwise. Whether it's working like with Jeremiah, bless his precious little heart, every time can you help me with my math homework, you know, can you help me with this, can you help me with. And I don't get that chance to just sit down and be with the kids and do the stuff with the kids and the cool projects and new, the versatility of what we do and how we do it. I mean I am exhausted after this. There are days where it's like, Oh man, I'm like, I'm scheduled after school today. I can't call out because if I call out for my day I will still want to come because I'm like, they know I'm coming. So it's one of those things and like I could I really need to go to the doctor or I've got like things I didn't even take care of her. I need a mental health day or I feel like garbage and like I just should not be teaching today. Then I'm like nope it's an after school day today. Um, that it's, it's made a substantial impact on me getting to know the kids and meet the kids and get involved with them in a way that I wouldn't otherwise be involved with. But then having that to look forward to for myself and just the goofy moments and the weird ridiculous things like we get to like just enjoy our afternoon together while still doing structured elements. Is, is nice. I like it a lot.

Me: What academic enrichment is provided for students attending this program at Spring Creek?

5: So between Iready designation time, homework time, um, now that are, uh, enrollment has gone back to its regularly scheduled numbers, we were doubled. We were double because the kids wanted to be here and while it was a lot for us because we only had the two-teacher allotment and they were not giving us more to come help, um, we did not want the kids to have to go. That was not our choice. And then there were and there were days where like if I did not need to be home right after school or if like my brain was at least still on two percent for the

afternoon, I would just come in and just check in. Um, or you know, here, like I know I promised that one kid the other day like I was going to come help out and I'm not going to be here to see him or her before they go to that class. When we needed that help, I'm just going to go check in for a little bit, help them out while I can then go home. And it was all completely off the clock. Like I'm coming in because I want to be with my kids. Um, yeah. I mean it was, it was a lot having 40, sometimes almost 50 kids at a time. Um, but we wanted them like, you want to be here, we want you to be here, so if you're going to be here, we're in it with too. Uh, having the numbers was, was a big deal. But now that our numbers were down to where they're supposed to be, you know, we can do a little more one on one with the homework and the tutoring, the questions and the answers. I can. We've got 24. OK, cool. Like you're watching this half. I'm watching this half. They're all doing what they're supposed to or like I'm pulling kids on a smaller group because they're all working on the same thing, ok let's talk about it. Um, that, uh, you know, it's, it's been, it's been nice to have the smaller number in that aspect because we can be more academically focused. Um, but it sucks at the same time because it had so many kids in tears because they had to go like they did not want to not be here. Just have to take that away from him really, really sucked. Yeah. So I mean, between the Iready academic focus of OK, like here everybody is doing this or doing achieve now that we've got that on campus as well, homework and tutoring time, the project based items.

Me: What non-academic services are provided at Spring Creek?
5: Getting outside twice a week, having an occasional movie day, um, where like the last 30 minutes, OK, we're going to open this up; Like they're seeing a visual form of entertainment. I mean we're still kind of sneaking the academics and for them to like analyze stuff, they don't realize it because they're like, oh cool. Like we're watching a movie and Oh yeah, you just playing off something that I wouldn't have noticed if I ended up paying attention to better or if I was a grownup who actually paid attention to things like we have like the movie aspect, the outdoor aspect. Um, you know, and then just the time to time, you know, where it's like hey you guys have earned the moment of having free time, cool, like you've done your homework, you've done your Iready, here's 20 minutes you'd go forth and play, find something that you want to do. We can't drill into them every moment.
Half the parents were under the impression that this was an academic tutoring/homework help, to push them to sign up. So like we will have on Wednesdays and Fridays when we go outside, we'll go outside and then on the sauntering back element, um, you know, from the moment that like 90 percent of them come in or you guys have five minutes of free time to decompress from what you just did do this. It gives us a chance of OK, like you went to go to the bathroom and you got a drink and you took your time walking back and you're walking on the media center so by the time you finally sit there, um, but at the time that they finally sit down, OK, there in their minds are already where they need to be at. You're already logged in a computer, sweet. Now you're doing what you're supposed to be doing and then it's back to sweet use with all your stuff. Here's some free time again. They respond well to that.

Me: How does student attendance affect funding?
5: It's kind of like living on a college budget, you have a thousand dollars, do with it what you will. This is all you're about to have, so this is all you're going to get and what you do with it is what you do with it. So our thousand dollars and we operated with 40 kids on it the same way

that we operated with 20 and the other teacher allocation pay was the same. The projects that we had coming in was the same. Everything was the same. It was just one of those, you know, we just don't want you to have that number of kids. We weren't paying anymore. They were not losing money because it was just two teachers all have the same thing. The same amount they're paying now, there's no change in what we're doing other than oh you aren't paying for the extra snacks. The only difference is, oh, you're not paying for the extra 20 snacks. I'm not sure how many other schools have this on campus, but of the three of us Ocean Breeze didn't have as much enrollment, cool, stop looking at a single, and look at the program as a whole. We doubled our numbers and then we had to stop accepting and then we had to kick people out. I mean we asked a couple of times, listen, we've got high numbers. We've got a ton of kids. Can we have just have one more teacher? Put the allocation in for it, we will send the third person home when the 6:00 time come so you aren't paying overtime, but can we at least have one more? So that we are hands on with these kids still within our ratios, we did it last year. You had how many teachers coming in from outside schools? Four, five, six adults here at a time or for 20 people and you paid for all of them that now that the funding is running out, their like no, just kick out kids. And then when we're, when we're like, OK, well no, we'll deal with it. We'll just do the two. Will keep our kids as they are. We just won't accept any new ones. We'll just, we'll keep it are two teachers and we'll just deal with it as best we can. Then it came back again. No kick out kids. And so at that point we knew we got the order we had to follow suit.

Me: How are literacy and education services provided to families of children attending the program?
5: Um, so we have, I don't even count them, so I'm not sure how many we've had, but we've had a few nights where, um, it is the, you know, meet 21st century kind of night where usually Dean Alvarado or Ms. Peters, are they both just like hey, parent attention, this is what we do, this is how we do in generated that way. And then when we have just our on-campus general title one literacy reading was just making sure that the parents are aware when they pick up and the kids know, like the drinks, well, Hey, don't forget that this is coming up. So kind of teaming up with the school aspect of this is what we're already doing on campus. Hey, go a Spartan. Um, that it's, it's been, it's been a good overlap, especially with a lot of our kids who don't have that extra support at home or who don't watch the morning announcements or don't hear the morning announcements because everybody's talking, um, whatever. Maybe you know, just hey guys, don't forget, this is something that we're doing. It's been, it's been nice to kind of overlap. So the, we don't have to do too much extra, but at the same time, like we're still fueling what our on campus culture is trying to do.

Me: How well has the school embraced 21st Century Learning Centers at the school?
6: So Mrs. E just became the administrator and she was actually our administrator and things are running more smoothly because before it was coming from the district and now it's her and so she's actively involved. We need something. She's there, so her being the site-based administrator, it is great. We have resources, support if we need help from like maybe if we need math worksheets for math teachers. I'm a reading teacher so I already provide resources, any things that help with student's weak areas because we have the first 30 minutes they have homework and intervention so if they don't have homework they have resources to do like different worksheets, math, reading articles. We Alternate Mondays and Wednesdays they have

math and then Tuesdays and Thursdays they have reading assignments. Then Friday they pull up their grades on skyward and they have to write down all missing assignments. If they had it turned in with the teacher, didn't grade it yet, they have to show proof that they emailed the teacher. So we had them email the teacher and they had the CC one of teacher to prove that they wrote it. It also helps the teacher respond more because they see someone.

Me: How aware are teachers of the guidelines of the grant?
6: Beginning of the year we go over what we have to do, some of them are invested than others because I've been doing it longer than everybody who is working and then I also worked at the 21st century at the boys and girls club but that grant ended. But I know more than the guidelines just because I've been here longer. They know the gist of it, getting it here, but there's not really a refresher course for them; for the new teachers.

Me: What process is used for training teachers to work within the program?
6: Informal training, it's nothing formal. The formal training happens at the beginning of the year before, like before school started pre-plan, then we met the beginning of the year and then for a couple of months, every other month we had a little PD, really a meeting, um, cause lead teachers have to come up with something that we felt the staff could have a refresher on and that was PBL's and then just everyone doing their role because sometimes after school you get a little lethargic and lazy. And then I know the kids turned to different people after the bell rings. So just refresher courses. But new teachers don't really get formal training, but I told them exactly what we're doing. It's just not formal.

Me: How are Project Based Lessons used within 21st Century Learning Centers?
6: It's a quarterly thing. They only get 30 minutes to do it every day so we do it quarterly. They know what they are doing, so I don't have to take a couple of days to explain what they are doing again. So the first one we did career exploration, the first couple of weeks it was about me, so they talked about their summer. I was like this short one. Then we did a career development where they have to figure out their future career, but they did a whole presentation as if they had graduated college and got their career so they can say what college they went to, what they majored in, their salary, like, oh that they presented it. We have to go through an interview to see if they can get the job. We had some students become recruiters. I hired them as recruiters and they did the interviewing and they got really involved. It was a group interview. Well one person, three people interviewing them in front of them, half for their project. They let them know if they got the job or not. They got really into it. Sometimes they wouldn't get hired, they get an internship, paid internship, unpaid internship, just the way that they can interview. We gave back feedback. We did around the world where they had to plan a 21-day vacation to $10,000 for hotels, airfare, rental cars, and such. Learning how much it costs. It could be expensive to buy a plane ticket; so as quarterly something for them that they know what they're doing on a weekly basis. This is what you're doing every week. I should be finished by then.

Me: Is student attendance a reflection of the program's success?
6: We have a mixture of everything going on now in the spring. Um, it's um, somebody in their family went to the hospitals and then we can pick them up, so they have to go home on the bus. Um, summer walkers, so they have to leave super early. So like instead of leaving they would

want to leave at 5:30. Then it's 5:00, 4:30. So it's like why are you becoming; then just the normal springtime. We have 29 this year. They capped it, and kept it very focused. We had many more kids years back when we had buses; then we had a lot of people. Now we have like 15 kids here today, and now with testing kids will go home early.

Me: What has your experience been like within 21st Century Learning Centers?
6: Good, in the first year I was like thrown in figuring out what's going on in my second year, kind of idea of what was going on. Um, that before was when they gave the projects that were supposed to do, bittersweet about it because it was there. So then I would only really lead it if it were something I was interested in it. But when we were able to create the project feel was a little better. And then also when I was at the boys and girls club they had, I thought they had more interesting curriculum than the school sites because boys and girls club, there was one where it was like a runway where they were making clothes out of things that aren't clothes. Like we did a paper plate dress, some people did, what else did they do?... It was a whole fashion show. Cotton, like things that are not normal material, aluminum foil. And we had a fashion show and it was great. Invited parents and everything. So I feel like whenever we're giving, given the ability to kind of plan with our own, our own curriculum, whether it be creating it or finding something that we feel would be beneficial for our kids, our kids fast or maybe visit curriculum and then we can adapt it to our kids.
That's when I felt like it was the best; I like it. A lot of teachers don't like to stay after school and then because I'm an intensive reading teacher, so that's where a majority of the kids are; this year was really focused. It was kids who were on grade level contract. Those were the ones who are given priority contract for behavior or for academics. They were required to come here. We're trying to go out with a bang and really make an impact on so with that doing homework, checking their grades every week, and we can see all their stuff and check it off as they go.

Me: What academic enrichment is provided for students attending this program at _____?
6: We asked the seventh grade math teachers because they're either below, seventh grade, because we either below or are they only have a couple of sixth grade. They're only seventh and eighth grade math teachers. We basically asked them what areas are they struggling on now, so that, that there, if you had their exam EOC or something and using that data, what are they struggling with the most? And then we found that and got worksheets and then we have then Mrs. R helps them with the worksheet. So she'll even pull a small group or she'll go over it and they go, they do it individually. We still have to show it to her. So it's not just, Oh, here's your worksheet here. They have to actually show it to Mrs. R and she will go over it and ask them questions about it. So that's reading and which is Mondays and Wednesdays and Tuesdays and Thursdays it's an article, I have them from read works and they are doing, what do I call it? I don't know. Questioning, summarizing… 4 skills for reading. So it's not just OK, I read it, answering questions, like can you come up with questions or word that they don't know. They will come up, find words that they don't know any article, look them up and then draw a picture or something. There are different articles, like an article about food, healthy eating, sports. I try to keep it relevant for that.

Me: What non-academic services are provided at _____?

6: I would say that health and fitness, it's just going outside as to what it is because when our health and fitness teachers here, they one time we had a health demonstration where she made like a healthy quesadilla or something for them. And then she's going outside or doing like exercises, yoga, whatever she has. Then when she's not there, which is Thursdays and Fridays, just going outside and that's appealing. Fun Fridays a thing if we don't have that many missing assignments, so sometimes they'll be like 5:00. So normally they start going outside. It's 5:10, they're like when are we going to have fun Friday? And I'm like, you're not having fun? I'm having fun watching you do your work. So that's usually how Friday goes. Friday they'll have the whole after 5:00 to do whatever. But we also have board games. They look forward to that for sure.

Me: How does student attendance affect funding?
6: So because it's not being renewed next year, they just give us whatever we have with our allocations for 22 students. In the beginning when we had to have a certain number, we had to have 29, we were calling home the next day if they didn't show up and replacing them with other people. It was intense. It's about five, seven, five to seven kids who aren't coming anymore, but it's like whatever. Some of them, I'm one of them, he got his GPA over 2.0 now so he feels like he doesn't need to come anymore.

Me: How are literacy and education services provided to families of children attending the program?
6: We have parent nights. Parent and I used to go over the seven habits, leadership habits, and then we also just go over what we're doing in the program. We have like four of those a year. So sixth, seventh, eighth grade, they have a leadership class and we're using the seven habit book, seven habits of highly effective teenager.

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