

**21<sup>st</sup> Century Community Learning Centers**

**Summative Evaluation Report:**

**Academic Achievers**

City of Hialeah

August 15, 2018

December 14, 2018 (revised)

Prepared by: Oneyda M. Paneque, Ed.D., & Associates

This work is funded through a contract with the Florida Department of Education

Project Number: 13B-2448B-8CCC2

## Table of Contents

<b>List of Tables .....</b>	<b>iv</b>
<b>List of Figures.....</b>	<b>vi</b>
<b>1.0 Project Overview and History .....</b>	<b>1</b>
Introduction.....	1
Reporting Period.....	1
Overview and History.....	1
Description of the Project Sites .....	2
Overview of Project Design.....	2
<b>2.0 Student Characteristics .....</b>	<b>3</b>
2.1 Total Student Enrollment and Attendance.....	3
Total and Regularly Participating Students for Summer 2017 and Academic School Year 2017-2018 .....	3
2.2 Student Demographics.....	4
Gender.....	4
At-risk characteristics. ....	5
Free or reduced price meals. ....	7
Race/ethnicity identification of students.....	8
Grade in school. ....	8
<b>3.0 Program Operations .....</b>	<b>11</b>
3.1 Summer 2017 Operation.....	11
3.2 Academic Year 2017-2018 Operation .....	11
<b>4.0 Staff Characteristics .....</b>	<b>13</b>
4.1 Staff Demographics .....	13
Regular staff by pay status and primary responsibility during the day.....	13
4.2 Overall Staffing.....	14
Staff by gender.....	14

Staff by highest level of education..... 15

4.3 Student-to-Staff Ratio ..... 16

4.4 Staff Training ..... 17

4.5 Staff Turnover ..... 20

4.6 Certified Teachers..... 21

**5.0 Objectives and Outcomes..... 22**

5.1 Objectives and Activities ..... 22

    Objectives 1 & 2 - Academics: English Language Arts/Writing, Mathematics,  
    Science: Report Card Grades and State Assessments ..... 25

    Objective 3 – Health and Nutrition. .... 25

    Objective 4 – Dropout Prevention & College / Career Readiness..... 27

5.2 Data Collection Methods ..... 28

    5.2.1 Measures and data collected: ..... 28

    5.2.2 Data collection timeline: ..... 28

    5.2.3 Continuous assessment: ..... 29

    5.2.4 Data Quality: ..... 29

    5.2.5 Student Inclusion: ..... 29

5.3 Data Analysis and Results: Progress Toward and Achievement of Objectives ..... 29

    5.3.1 Objective 1 - Report Card Grades: Academic Outcomes – English Language  
    Arts/Writing, Mathematics, and Science. .... 29

    5.3.2 Objective 2 - State Assessments: Academic Outcomes – English Language  
    Arts/Writing, Mathematics, and Science. .... 30

    5.3.3 Objective 3 - Personal Enrichment: Health and Nutrition Personal Enrichment  
    Outcomes. .... 32

    5.3.4 - Objective 4 – Dropout Prevention & College / Career Readiness..... 34

    5.3.5 - Objective 5 – Adult Family Member Performance. .... 34

5.4 Other Findings ..... 36

    Student survey findings..... 36

Parent survey findings..... 39

Teacher survey findings..... 41

5.5 Student Success Snapshot..... 45

5.6 Overall Findings for Each Objective ..... 45

    Academic Outcome Status ..... 47

    Personal Enrichment Outcome Status..... 48

    Adult Family Member Performance Outcome Status..... 48

**6.0 Progress towards Sustainability ..... 50**

    6.1 Partners ..... 50

    6.2 New Partners..... 50

    6.3 Partner Upkeep ..... 50

    6.4 Partner Contributions..... 50

**7.0 Lessons Learned and Recommendations..... 55**

    Overall Assessment..... 55

    Lessons Learned ..... 55

    Recommended Changes..... 56

        Academic objective changes..... 56

        Personal Enrichment objective changes..... 57

        Adult family performance objective changes. .... 57

### List of Tables

Table 1	<i>Student Enrollment: Total and Regularly Participating Students for Summer 2017 and Academic Year 2017-2018</i> .....	4
Table 2	<i>Student Gender Demographics for Total Participating Students (All Students Served) and Regularly Participating Students</i> .....	5
Table 3	<i>Students with Special Needs: Total Participating Students</i> .....	6
Table 4	<i>Students with Special Needs: Regularly Participating Students</i> .....	7
Table 5	<i>Free/reduced Lunch Status of Total Participating Students</i> .....	7
Table 6	<i>Free/reduced Lunch Status of Regularly Participating Students</i> .....	7
Table 7	<i>Student Race and Ethnicity: Total and Regularly Participating Students</i> .....	8
Table 8	<i>Student Grade Levels by Site for Total Participating Students</i> .....	9
Table 9	<i>Student Grade Levels by Site for Regularly Participating Students</i> .....	10
Table 10	<i>Start Date and End Date for Each Site for this Reporting Period</i> .....	11
Table 11	<i>Start Date and End Date for Each Site for this Reporting Period</i> .....	11
Table 12	<i>Summer 2017 Operation</i> .....	12
Table 13	<i>School Year 2017-2018 Operation</i> .....	12
Table 14	<i>Regular Staff by Paid and Volunteer Status: HEA</i> .....	13
Table 15	<i>Regular Staff by Paid and Volunteer Status: JMMA</i> .....	14
Table 16	<i>Staff Positions by Gender by Site for the Summer 2017 and After-School Year 2017-2018</i> .....	15
Table 17	<i>Regular Staff by Highest Level of Education by Site</i> .....	16
Table 18	<i>AA 2017-2018 Number of Staff Participating in Training</i> .....	18
Table 19	<i>Staff Turnover</i> .....	20

Table 20	<i>Teacher Certification Credentials and Location</i> .....	21
Table 21	<i>Program Objectives, Activities and Measures</i> .....	23
Table 22	<i>English Language Arts/Writing, Mathematics, Science Objective Assessment Data</i> .....	31
Table 23	<i>Fitness and Nutrition Objective Assessment Data</i> .....	32
Table 24	<i>College and Career Readiness Objective Assessment Data</i> .....	34
Table 25	<i>Adult Family Performance Objective Assessment Data</i> .....	36
Table 26	<i>Objective Status and Star Ratings for Each Objective</i> .....	45
Table 27	<i>Partners and Sub-Contractors</i> .....	53
Table 28	<i>Changes to Objectives and Data Collection</i> .....	58

**List of Figures**

Figure 1. *Student satisfaction with programming in the after-school program.* ..... 37

Figure 2. *Student satisfaction with programming regarding goals and behaviors.* ..... 38

Figure 3. *Parent satisfaction survey results: Staff.*..... 39

Figure 4. *Parent satisfaction survey results: Academics.*..... 40

Figure 5. *Parent satisfaction survey results: Environment.*..... 40

Figure 6. *Parent satisfaction results: Engagement and student attitudes.* ..... 41

Figure 7. *Teacher survey results: Academics.* ..... 42

Figure 8. *Teacher survey results: Classroom behaviors.* ..... 43

Figure 9. *Teacher survey results: Engagement, self-efficacy, and parental involvement.* 44

**City of Hialeah Academic Achievers**

**Project Award Number: 13B-24478-8CCC2**

**Summative Report – Year 4 – 2017-2018**

**1.0 Project Overview and History**

**Introduction**

The City of Hialeah, Education and Community Service (ECS) Department, Academic Achievers (AA) Program funded through the 21<sup>st</sup> Century Community Learning Center Program, Florida Department of Education completed its third year. The Program was offered at two sites: Hialeah Educational Academy (HEA) and José Martí MAST Academy (JMMA). The goal of the Project was to provide academic enrichment opportunities for middle and high school students during afterschool and summer camp. The Program offered activities that complement regular academic programs for participating students as well as services for families to support their children’s academic success and personal growth.

**Reporting Period**

This summative evaluation report covers the fourth year of the five-year funding cycle of the AA Program offered during summer camp 2017 and afterschool 2017-2018. The reporting period is from August 1, 2017 through July 31, 2018.

**Overview and History**

The City of Hialeah has a history of providing excellent afterschool and summer camps for its young residents, including the Young Leaders with Character Program funded by 21<sup>st</sup> CCLC from 2009 to 2014. The goal of the programs has been to serve

areas with high concentrations of low-income, single parent families and/or subsidized housing. The City of Hialeah Education and Community Services Department, that houses AA, is highly committed to promoting lifelong learning, an informed citizenry, literacy, an enhanced quality of life, and broadened horizons for all residents.

### **Description of the Project Sites**

During this fourth year, AA was held at two sites located in the City of Hialeah. The sites were the HEA and JMMA. HEA is a Miami-Dade County Public Charter School currently serving students in 6<sup>th</sup> through 12<sup>th</sup> grades. At HEA, the student population is comprised of 97% minorities and 89% qualify for free/reduced lunch. JMMA is a Title I middle/high school from grades 6 to 12 in Miami-Dade County Public School (M-DCPS) District. At JMMA, 95% of the students are from minority backgrounds and 77% receive free/reduced lunch. Middle and high school students from other surrounding private schools were also encouraged to enroll.

### **Overview of Project Design**

The AA Project design incorporates academic activities as well as personal enrichment activities. Activities to promote adult family member involvement are offered to support student growth in academic, physical, and personal development. Students and their families are encouraged to become confident, productive lifelong learners through their participation in the program.

## **2.0 Student Characteristics**

### **2.1 Total Student Enrollment and Attendance**

**Total and Regularly Participating Students for Summer 2017 and Academic School Year 2017-2018.** Enrollment and attendance records were maintained for all participating students for summer 2017 and academic year 2017-2018. Regularly participating students are defined as those who attended the program for more than 30 days.

***Total and Regularly Participating Student Enrollment.*** During its fourth year, the AA Project offered summer camp and afterschool activities to students in middle and high school who at two school sites in Hialeah. In total 257 students participated in the program at one of the two sites for at least one day during this reporting period; 226 students were identified as “regular participants” since they attended the program at least 30 days. Therefore, 88% of all participants were identified as “regularly attending.”

***Enrollment by Service.*** The AA Program operated during summer 2017 and afterschool 2017-2018.

Table 1

*Student Enrollment: Total and Regularly Participating Students for Summer 2017 and Academic Year 2017-2018*

Site	Total Enrollment (At least one day)				Regularly Participating Enrollment (30 days or more)			
	Academic Year		Both Summer/Academic Year		Academic Year		Both Summer/Academic Year	
	Summer 2017 Only	2017-2018 Only	Summer/Academic Year	Total	Summer 2017 Only	2017-2018 Only	Summer/Academic Year	Total
HEA	17	60	46	123	8	50	46	104
JMMA	18	82	34	134	9	80	33	122
Total	35	142	80	257	17	130	79	226

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

This fourth year the proposed number of participants was exceeded, except for JMMA summer attendance. At HEA, the proposed number of participants for summer 2017 was 30 and the Average Daily Attendance (ADA) was 33 yielding 110% performance. For afterschool, their proposed number was 57 and the ADA was 67 yielding 118% performance. At JMMA, the proposed number of participants for summer 2017 was 36 and the ADA was 30 yielding 83% performance. For afterschool, the proposed number was 76 and the ADA was 82 yielding 108% performance.

## 2.2 Student Demographics

**Gender.** Gender demographics are presented in Table 2. These data indicate that the majority of the students in the program were males. For all students, 64% were males. However, for regularly participating students 67% were male. At both HEA and JMMA, students' ages ranged from 10 to 17 years old for the total number of participants and those who were regularly participating.

Table 2

*Student Gender Demographics for Total Participating Students (All Students Served) and Regularly Participating Students*

Site Name	Total participating students			Regularly participating students		
	Gender		Age Range	Gender		Age Range
	Male	Female		Male	Female	
HEA	74	49	10 - 17 years old	60	44	10 – 17 years old
JMMA	83	51	10 – 17 years old	75	47	10 – 17 years old
Totals	157	100		135	91	

**At-risk characteristics.** The data regarding at-risk characteristics are collected from participants’ parents, guardians, or other family members who register the students in the afterschool program. Seven percent of the total number of participants and 8% of those regularly participating students from both sites were identified as limited English proficient. It should be noted that the majority of the participants at the two sites are of Hispanic heritage and in many cases, are the first in their families to speak English as their primary language. Many of these bilingual students are growing up in environments with few resources to support the development of their academic language that is so critical to their success in school. While these individuals may be “proficient” in English and able to converse fluently in everyday situations, they may lack the “competence” required for rigorous academic study to be able use language effectively in context-reduced settings as they acquire knowledge in the various disciplines throughout the school day. This is especially important for students in the middle and high schools, such as the participants in this program, where the curriculum is more discipline-focused than in the elementary school setting and students are

introduced to and required to use the academic and disciplinary language of many fields and areas of study on a daily basis in order to master the content of the curriculum.

Hence, while not necessarily identified as being at risk as an “ELL,” the majority of the students participating in the AA program require additional opportunities to listen, speak, read, and write in English about academic subjects and topics outside of those provided in the regular classroom in order to have the necessary foundation to perform well in the middle and high classrooms.

Information on students with disabilities was provided by parents/guardians at the time of registration. Four percent of the total number of participants as well of the regularly participating students were identified with disabilities. Types of disabilities identified were ADD, ADHD, dyslexia, autism, and emotional behavior disorders as well as other health impairments such as food allergies, asthma, and diabetes. Students with disabilities were included in all activities where possible.

Table 3 presents the data on all students with at-risk characteristics by site and characteristic and Table 4 presents the same data for regularly attending students. In some cases, more than one at-risk characteristic may be associated with a student.

Table 3

*Students with Special Needs: Total Participating Students*

Site Name	Limited English Proficient			Identified with Disability		
	Yes	No	DK*	Yes	No	DK*
HEA	15	108	0	4	119	0
JMMA	4	130	0	5	129	0
Total	19	238	0	9	248	0

\* Don't know

Table 4

*Students with Special Needs: Regularly Participating Students*

Site	Limited English Proficient			Identified with Disability		
Name	Yes	No	DK*	Yes	No	DK*
HEA	14	91	0	3	102	0
JMMA	4	118	0	5	117	0
Total	18	208	0	8	218	0

\* Don't know

**Free or reduced price meals.** An at risk family characteristic was eligibility for free or reduced meal program for which approximately 75% of all students and 74% of regularly participating students reported receiving this assistance.

Table 5

*Free/reduced Lunch Status of Total Participating Students*

Site Name	Free or Reduced-Price Lunch		
	Yes	No	DK
HEA	103	20	0
JMMA	89	45	1
Total	192	65	1

\* DK = Don't know

Table 6

*Free/reduced Lunch Status of Regularly Participating Students*

Site	Free or Reduced-Price Lunch		
Name	Yes	No	DK
HEA	87	15	0
JMMA	81	36	1
Total	168	51	1

\* DK = Don't know

**Race/ethnicity identification of students.** As depicted in Table 7, the majority of all students and the majority of regularly participating students were identified as Hispanic. Instructions for ethnic/racial identification allowed for individuals to mark all the categories that applied. For several students, their parents/guardians selected more than one race/ethnic designation to describe the child and some students did not have an ethnic designation; therefore, the total numbers in the “Reported Race /Ethnicity” columns in Table 7 may differ from the total number of all students and the total number of regularly participating students. The reported race/ethnic identification data indicate, then, that 87% of all students identified themselves as Hispanic whereas 85% those who are regularly participating identified themselves as Hispanic.

Table 7

*Student Race and Ethnicity: Total and Regularly Participating Students*

Site Name	Total participating students							Regularly participating students						
	American Indian / Alaska Native	Asian / Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Multiracial	Unknown **	American Indian / Alaska Native	Asian / Pacific Islander	Black or African American	Hispanic or Latino	White or Caucasian American	Multiracial	Unknown **
HEA	0	0	1	118	11	7	0	0	0	1	99	10	6	0
JMMA	0	1	15	105	18	4	0	0	0	15	94	18	4	0

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

\*\* Unknown = Racial/ethnic group is unknown or cannot be verified.

**Grade in school.** Grade levels for each program site are presented in Table 8 and Table 9. During the 2017-2018 program year students eligible to participate were in middle or high school. At HEA and JMMA total participants were 6<sup>th</sup> through 11<sup>th</sup>

graders. No students in 12<sup>th</sup> grade enrolled in the program. Approximately 42% of all program participants were in 6<sup>th</sup> grade during the reporting period, 21% were in the 7<sup>th</sup> grade, and 18% were in 8<sup>th</sup> grade. Middle school participants comprised 81% of all participants across both sites, as is depicted in Table 8. The percentage of participants in each of the four high school grades comprised 19% of all participants with the highest number in 9<sup>th</sup> grade. There were 9% in 9<sup>th</sup> grade, 6% in 10<sup>th</sup> grade, and 4% in 11<sup>th</sup> grade.

Table 8

*Student Grade Levels by Site for Total Participating Students*

Site	Grade in School (N = 257 Students)							Total Participating Students
	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	
HEA	48	19	26	12	12	6	0	123
JMMA	61	35	19	11	4	4	0	134
Totals	109	54	45	23	16	10	0	257

A similar pattern is evident with regards to regularly participating students. Middle school students comprised 84% of all regularly participating students, with 45% in 6<sup>th</sup> grade, 21% in 7<sup>th</sup> grade, and 18% in 8<sup>th</sup> grade. Only 16% of the regularly participating students were in high school. Of these 8% were in 9<sup>th</sup> grade, 5% in 10<sup>th</sup> grade, and 4% in 11<sup>th</sup> grade.

Table 9

*Student Grade Levels by Site for Regularly Participating Students*

Site	Grade in School (N = 226 Students)							Total Regularly Participating Students
	6 <sup>th</sup>	7 <sup>th</sup>	8 <sup>th</sup>	9 <sup>th</sup>	10 <sup>th</sup>	11 <sup>th</sup>	12 <sup>th</sup>	
HEA	44	15	22	9	9	5	0	104
JMMA	58	32	18	8	3	3	0	122
Totals	102	47	40	17	12	8	0	226

### 3.0 Program Operations

The two sites provided activities during the summer 2017 and 2017-2018 academic year; no sites were open or operated before school, during school, or on the weekends. The first day of programming for summer 2017 for each site is listed in Table 10. Start and end dates for the afterschool program are in Table 11. Except for July 4, 2017, all sites were closed on legal holidays, teacher planning days, and during holiday breaks observed by M-DCPS.

#### 3.1 Summer 2017 Operation

Table 10

<i>Start Date and End Date for Each Site for this Reporting Period</i>		
Site	Summer 2017	
	Start Date	End Date
HEA	June 12, 2017	August 18, 2017
JMMA		

#### 3.2 Academic Year 2017-2018 Operation

Table 11

<i>Start Date and End Date for Each Site for this Reporting Period</i>		
Site	Academic Year 2016-2017	
	Start Date	End Date
HEA	August 21, 2017	June 7, 2018
JMMA	August 21, 2017	June 7, 2018

Each site took full advantage of the planned hours, days, and weeks of operation. Table 12 provides information on summer 2016 operations. As depicted in Table 13,

each site typically operated five days a week during after school. The schedule for days and weeks of operation followed the public school calendar.

Table 12

*Summer 2017 Operation*

Site Name	Total # weeks this site was Open:	Typical # days per week this site was open:	Typical number of hours per week this site was open		
			Weekdays	Weekday Evenings	Weekends
HEA	11	5	55		
JMMA					

Table 13

*School Year 2017-2018 Operation*

Site Name	Total # weeks this site was Open:	Typical # days per week this site was open:	Typical # hours per week THIS site was open				Total # days THIS site operated			
			Before school	During school	After school	Weekends / Holidays	Before school	During school	After school	Weekends / Holidays
HEA	38	5			17.5				180	
JMMA	38	5			17.5				180	

### 4.0 Staff Characteristics

Information on the composition of the staff at each site is provided in this section.

#### 4.1 Staff Demographics

**Regular staff by pay status and primary responsibility during the day.** All regular staff are paid; there were no volunteers who assisted during this reporting period.

The primary responsibilities of each position at HEA during the regular day and the numbers of individuals in those positions are displayed in Table 14.

Table 14

*Regular staff by paid and volunteer status: HEA*

Staff type	HEA			
	Summer 2017		School Year 2017-2018	
	Paid	Volunteer	Paid	Volunteer
School day teachers (former and substitute)	5		4	
Center administrators and coordinators				
Other non-teaching school day staff				
Parents				
College students	13		7	
High school students				
Community members	1			
Subcontracted staff				
Other*	2		4	

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

*\*Category used if data do not fit in specific categories provided.*

The primary responsibilities of each position at JMMA during the regular day and the numbers of individuals in those positions are displayed in Table 15.

Table 15

*Regular Staff by Paid and Volunteer Status: JMMA*

Staff type	JMMA			
	Summer 2017		2017-2018 School Year	
	Paid	Volunteer	Paid	Volunteer
School day teachers (former and substitute)	2		2	
Center administrators and coordinators				
Other non-teaching school day staff				
Parents				
College students	8		8	
High school students				
Community members				
Subcontracted staff				
Other*				

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

*\*Category used if data do not fit in specific categories provided.*

#### 4.2 Overall Staffing

Data on the staff identified by gender and highest level of education are presented in this following section.

**Staff by gender.** Data on the gender of the Program staff are presented in the table below.

Table 16

*Staff Positions by Gender by Site for the Summer 2017 and After-School Year 2017-2018*

Position	HEA		JMMA	
	Male	Female	Male	Female
Center Director		1		
Director	1	1		1
Administrator				
Counselor	1	2	1	2
Tutor	1			2
Recreation Leader		10		2
Rec / CDL	2			
Teacher		3	1	1
Master Teacher		1		
Master Inclusion Teacher		1		
Inclusion Aide		2		
Custodian		1		

**Staff by highest level of education.** Quality of services is ensured by employing individuals well-suited to and qualified for the position they hold at each site. Data on the highest level of education for staff at each site are presented below.

Table 17

*Regular Staff by Highest Level of Education by Site*

Level of Education	Site		Totals
	HEA	JMMA	
Elementary			
Middle School			
High School	14	4	18
Diploma/GED			
Technical Degree	1		1
Associates Degree	1	4	5
Bachelor's Degree	3	1	4
Professional Degree			
Master's Degree	5	1	6
Doctorate			
Other/ unknown			

**4.3 Student-to-Staff Ratio**

In general, each site had a 15:1 student-to-staff ratio. Personal enrichment ratios were no more than 20:1. During teacher-led academic activities a 10:1 ratio was maintained. Children with disabilities or emotional and behavioral issues received services at a 3:1 student-to-staff ratio with support provided by inclusion aides, although less intensive 5:1 or 15:1 ratios were implemented depending on each student's unique needs.

#### **4.4 Staff Training**

The staff at both HEA and JMMA participated in numerous training opportunities to ensure the quality of the services offered through AA. Staff training was offered in accordance with the needs of the Program and the participants.

Several training sessions focused on administrative elements of the program including topics such as a New Staff Orientation Session for all new AA hires on 21<sup>st</sup> CCLC Overview and Policies. Numerous staff participated in training on 21<sup>st</sup> CCLC documentation, data entry, program procedures including equipment inventory, and rules and regulations as well as program site evaluation and reviews.

Safety issues were addressed in the online DCF training on identifying child abuse and neglect as well as the CPR trainings. The M-DCPS Snack Procedures session and Summer Lunch Training offered strategies and procedures for safe handling, distributing, and storing snacks. HOST Trainings included building support, assessing site, creating an action plan, exploring resources, and learning about healthy eating.

The participation in the staff training is presented in Table 18.

Table 18

*AA 2017-2018 Number of Staff Participating in Training*

	Program Director/ Center Director	Site Coordinator	Tutor/ Counselor	Program Leader	Master Inclusion Teacher/ Teacher
21 <sup>st</sup> CCLC Kick Off Conference	2				
21 <sup>st</sup> CCLC Training – Deliverables Webinar	2				
21 <sup>st</sup> CCLC Training – Monthly Deliverables Year-to-Date Expenditures	2				
21 <sup>st</sup> CCLC Training – Mid Year Data Report	3				
21 <sup>st</sup> CCLC Training – Strengthening Programming through Data & Evaluation	3				
Staff Orientation – 21 <sup>st</sup> CCLC Afterschool / Summer	2	2	7	4	7
ORF / PACER / SPARKS Training / Recertification	3	2	6	4	
Inclusion Training	1	2	4	1	
Inclusion Recreation: Let’s Play Together	2				
Identifying child abuse and neglect	3	2	7	4	7
CPR Certification / Recertification	1		1	2	
Driver Safety Class	3				
Village Youth Food Service Prog.	1	2	3	1	

	Program Director/ Center Director	Site Coordinator	Tutor/ Counselor	Program Leader	Master Inclusion Teacher/ Teacher
Project RISE Online Training: Effective Behavior Management 101	1				
Project RISE Online Training: Recertification Course ORF	1				
Project RISE Online Training: Effective Literacy Instruction	1				
Project RISE Online Training: Literacy Assessment MAZE	1				
Project RISE Online Training: Homework Assistance in After School	1				

#### 4.5 Staff Turnover

Data regarding staff who were paid through sources other than the 21<sup>st</sup> CCLC grant funds and staff whose positions were vacated and replaced are summarized in Table 19. In summer 2017, 13 paid regular staff were resigned. No staff member was replaced by a new employee. During the afterschool program, five regular staff were resigned and three regular staff were replaced with new staff members. Most of the turnover during this reporting period was due to staff personal commitments such as college studies. The Program Director was diligent with regards to replacing staff that left the Program with a qualified person to fulfill the duties and responsibilities the position requires. Although there were changes in Program personnel, all of the services proposed were offered and students were appropriately supervised and safe. Neither the quality nor quantity of services was affected.

Table 19

*Staff Turnover*

Staff Turnover	Summer 2017	Academic Year 2017-2018
Number of paid regular staff who were not funded by the 21 <sup>st</sup> CCLC grant	0	0
Number of paid regular staff during the reporting period that reassigned	13	5
Number of paid regular staff during the reporting period who were replaced with a new staff member	0	3

#### 4.6 Certified Teachers

All AA Project teachers hold State of Florida Educator Teacher Certificates and provide instruction to participants in the academic components for which they are certified. Six certified teachers worked during summer 2017 and the afterschool program. Teacher certification credentials and the site at which each certified teacher provides services are summarized in Table 20 below.

Table 20

##### *Teacher Certification Credentials and Location*

Teacher Name	Certification	Site (HEA, JMMA, Both)
Barreda, Orlando	Math gr. 6-12; ESE K-12	HEA
Basallo, Miriam	English gr. 5-9; Specific disabilities K-12; ESOL endorsed	HEA
Frye, Barbara	Middle school integrated curriculum gr. 5-9; Media specialist PK-12; ESE K-12	JMMA
Gross, Maria	Temporary Instructor	Special Programs
Montenotte, Leonor	K-6; Math gr. 5-9; Middle school integrated curriculum gr. 5-9; Spanish K-12; ESE K-12	HEA
Parrondo, Zunilda	ESE K-12; PreK-Grade 3	HEA
Vazquez, Roberto	Spanish K-12; ESOL K-12; Reading endorsed	JMMA

## **5.0 Objectives and Outcomes**

### **5.1 Objectives and Activities**

Active participation in the AA Program will positively impact the lives of youth in academic, physical, and personal areas. Family involvement activities will support and enhance student learning and development. All of the data and information regarding the objectives represent results for regularly participating students in middle and high school. Table 21 presents the objectives, activities, and data measures as approved by FDOE.

Table 21

*Program Objectives, Activities, and Measures*

<b>Domain</b>	<b>Program Objectives</b>	<b>Activities</b>	<b>Specific Measures /Data Sources</b>
<b>Academics English Language Arts/Writing</b>	<p><b>Objective 1.1: English Language Arts/Writing</b></p> <p>70% of regularly participating students in middle and high school will improve to a satisfactory English language arts grade of above, or maintain a high grade across program year as measured by report card grades</p>	<p>PCS Edventures and MindWorks PBL Activities</p> <p>Homework Assistance</p>	Report card grades
	<p><b>Objective 2.1</b></p> <p>80% of regularly participating students in middle and high school will improve to satisfactory level or above on English language arts/writing or maintain an above satisfactory level of performance as measured by state assessment (e.g., FSA).</p>		Florida Standards Assessments
<b>Academics Mathematics</b>	<p><b>Objective 1.2: Mathematics Skills</b></p> <p>70% of regularly participating students in middle and high school will improve to a satisfactory mathematics grade or above, or maintain a high grade across program year as measured by report card grades.</p>	<p>PCS Edventures MindWorks PBL Activities</p> <p>Homework Assistance</p>	Report card grades
	<p><b>Objective 2.2: Mathematics Skills</b></p> <p>75% of regularly participating students in middle and high school will improve to satisfactory level in mathematics or above on or maintain an above satisfactory level performance as measured by state assessment (e.g., FSA).</p>		Florida Standards Assessments

Domain	Program Objectives	Activities	Specific Measures /Data Sources
Academics Science	<p><b>Objective 1.3: Science Skills</b></p> <p>70% of regularly participating students in middle and high school will improve to a satisfactory science grade or above, or maintain a high grade across program year as measured by report card grades.</p>	<p>PCS Edventures and MindWorks PBL Activities</p> <p>Homework Assistance</p>	Report card grades
	<p><b>Objective 2.3</b></p> <p>55% of regularly participating students in middle and high school will improve to satisfactory level in science or above on or maintain an above satisfactory level performance as measured by state assessment (e.g., FSA).</p>		Florida Assessment Standards
Personal Enrichment- Health and Nutrition	<p><b>Objective 3: Personal Enrichment</b></p> <p>80% of regularly participating students in middle and high school will maintain high performance or improve their fitness as measured by pre/post assessments.</p>	SPARK Enrichment activities	PACER Pre/Mid/Post assessments
Dropout Prevention & College/Career Readiness	<p><b>Objective 4: Dropout Prevention College/Career Readiness</b></p> <p>80% of regularly attending participants in middle and high school will maintain high performance or improve their post-secondary interest as measured by pre-post assessment.</p>	College prep workshops	Pre/Post assessments
Adult Family Member Performance	<p><b>Objective 5: Adult Family Member Performance</b></p> <p>80% of participating adult family members will maintain high performance or improve their knowledge (in a specified area) as measured by pre-post assessment.</p>	Educational Workshops	Pre-post assessments

**Objectives 1 & 2 - Academics: English Language Arts/Writing, Mathematics, Science: Report Card Grades and State Assessments.**

*Academic Activities.* A description the activities provided to improve or maintain high levels of performance are provided here.

*PCS Edventures and MindWorks PBL lessons and activities.* Reading and fluency skills were targeted via project based learning activities from the PCS Edventures and MindWorks programs. Grade specific mathematic skills including computation, problem-solving, and geometry were targeted via project based learning activities from the PCS Edventures and MindWorks programs. Science skills were developed via project based learning activities from the PCS Edventures and MindWorks programs.

*Homework assistance.* Thirty minutes of homework assistance, provided by tutors and certified teachers, was offered daily.

*Mind Lab.* Mind Lab activities engage students in strategic board games to develop and train thinking abilities and life skills. The games contribute to the improvement of cognitive skills and to creating an awareness of thinking processes. They also help the learner to better cope with emotional and social situations.

**Objective 3 – Health and Nutrition.**

*SPARK.* The Sports, Play & Active Recreation for Kids! (SPARK) Program was implemented. This research-based out-of-school physical activity program includes a physical activities curriculum, on-site training, and lifetime follow-up support. Through physical activity, it is anticipated that children will develop positive lifelong healthy habits.

***Summer camp enrichment activities.*** During summer camp students participated in enrichment activities which developed their health and fitness. Depending on the students' age and interest, they signed up for swimming, guarding, or life guarding classes.

Students with beginning level swimming skills participated in swimming classes. Those who were strong swimmers, but under 15 years of age, could participate in guard start classes in preparation of lifeguarding classes. Those students at least 15 years old could take lifeguarding classes as well as a swim fitness class to get their swimming up to par so that when the time came for them to test in the lifeguard classes they would be able to pass the physical swimming test required during the summer.

Lifeguarding classes were offered during summer camp 2017. Participants had to be at least 15 years of age and pass the three swimming fitness tests: underwater swim, treading water for 2-minutes, and swimming 300 yards. The four certification areas are First Aid and Head, Neck, and Back Injury; Recognition and Response; CPR for the Professional Rescuer; and AED for the Professional Rescuer.

Furthermore, music classes were offered during summer camp. Students had an opportunity to enroll in dance, guitar, and piano lessons as well as chess, and Mind Lab classes.

***Common Threads Group Nutrition and Cooking Classes.*** Common Threads provided the professional, curriculum-based, cooking instruction for wholesome, healthy meals with hands-on lessons that integrate science, math, social studies, and language arts. Participants developed culinary skills, healthier food choices, and a taste for nutritious foods from different countries.

**Objective 4 – Dropout Prevention & College / Career Readiness.**

*College Prep Workshops* – Students participated in a series of college prep workshops focusing on knowledge and skills necessary to be successful in post-secondary educational settings. Topics presented were:

- Career Interests
- Shared Economy Part 1
- Shared Economy Part II
- Writing Resumes
- You are the Employer
- Customer Service
- Mapping Your Future
- College Entrance
- Studying is a Team Sport
- Six Steps to Success

**Objective 5 – Adult Family Members Performance.**

*Educational Workshops* – Adult family members participated in a series of educational workshops designed to assist them in supporting their children’s academic success. Topics presented were:

- Less Stressed About Tests
- Parenting to Prevent Bullying
- FSA Overview

- Preparing for the Job You Want
- Planning for College and Career
- Building Study Skills

## **5.2 Data Collection Methods**

Data collection methods were implemented to gather information on the progress of students.

**5.2.1 Measures and data collected:** Report card grades and state assessment results were collected to assess academic performance. The Program administered the Oral Reading Fluency (ORF) Test to assess reading performance. Additionally, students were assessed on Mind Lab performance. Health and nutrition data were collected from performance on the Progressive Aerobic Cardiovascular Endurance Run (PACER) and the nutrition assessment developed by Common Threads. Performance on Dropout Prevention and College / Career Readiness was measured by pre-post tests for each workshop. Adult family member performance was measured by pre-post tests for each educational workshop.

**5.2.2 Data collection timeline:** Report card grades were collected at the end of each nine-week marking period. State assessment results of English and math were collected at the end of the academic school year. However, this year the state assessment scores for science were not available. ORF and PACER testing took place at the beginning of the academic year or when the student first enrolled in the Program; at the midpoint; and at the end of the academic year. Results on Common Threads nutrition and other enrichment activities are only available for students who participated in the classes

during the summer. Data for Drop Prevention and College / Career Readiness as well as Adult Family Performance were collected at prior to and at the end of each class.

**5.2.3 Continuous assessment:** Participants were assessed periodically during the reporting period. Data were collected in a timely manner as indicated in the proposal.

**5.2.4 Data Quality:** Data that are collected directly at the site can be considered accurate and reliable as they are collected by either certified teachers or the trained staff who administered the assessments or oversaw and monitored students' computer-based work through which the assessment data were gathered. Relating school report card grades to after school activities is problematic in that a direct correlation between the afterschool activities and the report card grades cannot be made because of too many confounding variables.

**5.2.5 Student Inclusion:** All students who participated in Program activities were included in the assessment process. Incomplete data collection occurred with students who left the Program early.

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

**5.3.1 Objective 1 - Report Card Grades: Academic Outcomes – English Language Arts/Writing, Mathematics, and Science.** Objective results for the academic outcomes are summarized in Table 22. The results are presented by domain and objective and indicate the number of regularly attending students for whom results were obtained and the percentage of those who met the project benchmarks.

***Report card grades.*** Report card grades were one criteria identified to measure academic outcomes. Only those regularly participating students who had a minimum of

two data points with the post one in the fourth quarter at the end of the academic school year were included in this data set.

Therefore, report card grades for 152 middle school students and 22 high school students were analyzed. In English language arts/writing, 60% of the middle school students met or exceeded the 70% benchmark; whereas 77% of the high school students met or exceeded the 70% benchmark. In mathematics, 60% of the middle school students met or exceeded the 70% benchmark; and 55% of the high school students met or exceeded the benchmark. In science, 64% of the middle school students and 68% of the high school students met or exceeded the 70% benchmark.

### **5.3.2 Objective 2 - State Assessments: Academic Outcomes – English Language Arts/Writing, Mathematics, and Science.**

*Florida state assessments.* This year data from Florida State Assessments were collected and the established benchmarks were 80% for FSA English and 75% for FSA math. In science, the state assessment established benchmark was 55%. Participation in state assessments depended on the students' grade and area of study within each content area. Science scores were only available for middle school students at JMMA.

Florida State Assessments are scored on a 5-point scale representing levels of performance. Level 3 and above indicates at or above grade level. Seventy percent of the middle school students and 71% of the high school students scored at or above a Level 3 on the English language arts/writing assessment. In math, 80% of middle school students and 75% of high school students scored at Level 3 or above. In science, 94% of the middle school students scored at Level 3 or above. No scores were available for high school students.

**Oral Reading Fluency (ORF) pre- and post-assessments.** Students were administered the ORF assessment at the beginning of the program and again at the end of the academic year. For those regularly participating students with complete data sets, 99% at HEA and 99% at JMMA improved their scores.

**Mind Lab.** Students participated in Mind Lab activities during summer camp and in the afterschool program. In summer, nine students had matched pre-post test scores. These students either maintained their score of 4 on a 4-point scale or showed in improvement.

Table 22

*English Language Arts/Writing, Mathematics, Science Objective Assessment Data*

Objective	Benchmark	Total Number of Sets of Data	Number of Improved Individuals	% who Met Benchmark	
<b>Language Arts / Writing</b>	1.1– Report Card Grades - Middle school	70%	152	91	60%
	1.1 Report Card Grades – High school	70%	22	17	77%
	2.1 – State Assessments – Middle school	80%	174	121	70%
	2.1 – State Assessments – High school	80%	21	15	71%
<b>Math</b>	1.2 – Report Card Grades - Middle school	70%	152	91	60%
	1.2 – Report Card Grades – High school	70%	22	12	55%
	2.2 – State Assessments – Middle school	75%	173	138	80%
	2.2 – State Assessments – High school	75%	16	12	75%

Objective	Benchmark	Total Number of Sets of Data	Number of Improved Individuals	% who Met Benchmark	
High school					
<b>Science</b>	1.3 – Report Card Grades – Middle school	70%	152	97	64%
	1.3 – Report Card Grades – High school	70%	22	15	68%
	2.3 – State Assessments – Middle school	55%	18	17	94%
	2.3 – State Assessments – High school	55%	--	--	--

**5.3.3 Objective 3 - Personal Enrichment: Health and Nutrition Personal**

**Enrichment Outcomes.** Personal Enrichment outcomes summary data are presented in Table 23 for students who met the project benchmarks.

*PACER assessments.* Data were collected for the regularly participating students in middle and high school. All of these students improved their physical fitness scores from the pre-test to the post-test.

Table 23

*Fitness and Nutrition Objective Assessment Data*

Objective	Benchmark	Total Number of Sets of Data	Number of Improved Individuals	% who Met Benchmark	
<b>Personal Enrichment</b>	3 – PACER Assessments – Middle school	80%	146	146	100%
	3 – PACER Assessments – High school	80%	20	20	100%

*Summer enrichment assessments.* Students were allowed to select among the summer enrichment activities. The results for those participants are as follows

Thirteen students enrolled in the life guard classes. Of these four passed the pre-requisite swimming evaluations. All four of these students also passed the nine classes required for life guarding. They are eligible to take the life guard certification exam. One student who did not pass the pre-requisite swimming requirement did pass the nine classes. Fourteen students were enrolled in the swimming classes and all passed the pre-requisite skills session. Of these, no one passed all six required swim levels. However, two did pass four of the levels.

Additionally, students chose among different music electives during summer camp. Eight students completed the dance classes and had pre-post test scores. All (100%) improved or maintained the highest score possible on the dance test. Seventeen students completed the guitar classes and had pre-post test scores. Of these, 100% improved or maintained the highest scores possible on the guitar test. All of the eight students who completed the piano classes and had pre-post test scores improved or maintained the highest score possible on the piano test.

Twelve students completed the chess classes and either maintained the highest score possible (20 on a 20-point scale) or showed improvement in their chess playing skills as assessed by the pre-post chess test. Eight students participated in MindLab activities and all passed the evaluations.

Common Thread staff administered their test to assess student progress in knowledge of and attitudes toward healthy eating. Forty-seven students enrolled in the

nutrition and cooking classes. The culminating experience was a Family Night during which the students prepared a full course dinner for their families. Students also shared the work they had completed on nutrition and healthy life choices through displays that evidenced the knowledge and skills gained by participating in the Project.

**5.3.4 - Objective 4 – Dropout Prevention & College / Career Readiness.**

*College preparation course.* Data were collected from pre/post-tests that were administered to the middle and high school students who participated in the workshop series. Of the middle school students, 85% met or exceeded the 80% benchmark. However, 60% high school students met or exceeded the 80% benchmark.

Table 24

*College and Career Readiness Objective Assessment Data*

Objective	Benchmark	Total Number of Sets of Data	Number of Improved Individuals	% who Met Benchmark
<b>College / Career Readiness</b>	4 – College Prep Workshops – Middle school	152	130	85%
	4 – College Prep Workshops – High school	25	15	60%

**5.3.5 - Objective 5 – Adult Family Member Performance.** Family Involvement

outcomes summary data are presented in

Table 25. The results indicate the number of middle and high school family members for whom results were obtained and the percentage of those adult family members who met the project benchmarks.

***Adult family performance in educational workshops.*** Ninety-seven percent of adult family members of both middle and high school students who participated in the educational workshops met the standard of success.

Table 25

*Adult Family Performance Objective Assessment Data*

Objective		Benchmark	Total Number of Adult Family Completers	Number of Participating/Improved Individuals	% who Met Benchmark
<b>Adult Family Member Performance</b>	Pre-Post Assessment Middle School	80%	45	45	100%
	Pre-Post Assessment High School	80%	7	7	100%

**5.4 Other Findings**

An examination of the results of the 21<sup>st</sup> CCLC satisfaction surveys for students, parents, and teachers yielded additional findings on the Academic Achievers Program.

Highlights of the findings are summarized here.

**Student survey findings.** One eighty-four students participating at HEA (n = 82) and JMMA (n = 102) completed the 21<sup>st</sup> CCLC student survey. Of these 61% (n=112) were males and 39% (n=72) were females. Student responses for Questions #3a to #3h ranged from 1 = not at all; 2- = somewhat; and 3 = definitely. Overall, students reported high satisfaction with the program, as represented in **Error! Reference source not found.** Eighty-four percent of the student respondents indicated that they definitely felt safe at the afterschool program and 87% reported that they definitely believed the program had adults that cared about them. Further, 80% indicated that the program helped them understand that following rules is important. The majority of students (67%) also reported that the program definitely helped them to get along well with others and helped them solve problems in a positive way (75%). More than two-thirds of the

respondents (72%) reported that the program definitely helped them with homework. Sixty-six percent of respondents indicated that they definitely enjoyed the activities in the program and the 61% reported that they felt the program helped them to improve their grades in school. A very few number of students reported that the above-mentioned program characteristics were not present or experienced; however, 5% reported that the program did not at all help them with homework and the 15% reported that they did not feel the program helped them improve their grades. Only 6% percent reported that they did not enjoy the after-school program activities.

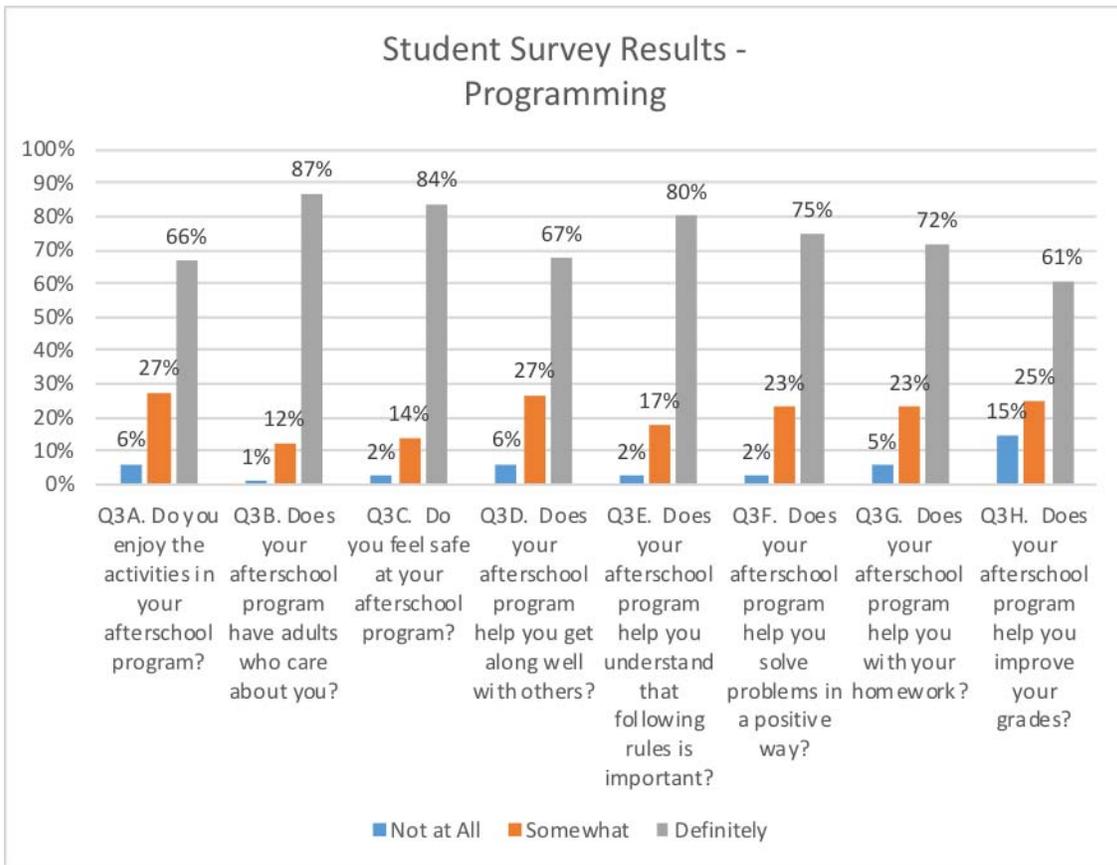


Figure 1. Student satisfaction with programming in the after-school program.

The majority of the respondents indicated that they either definitely or somewhat agreed with each statement that asked whether the afterschool program helped them with

setting goals (93%), making career choices (91%), and recognizing that drugs (90%) and violence (94%) are wrong (questions 5a through 5d). Only a small percentage indicated that these topics were talked about but not helpful and a very small percentage indicated these topics were not discussed.

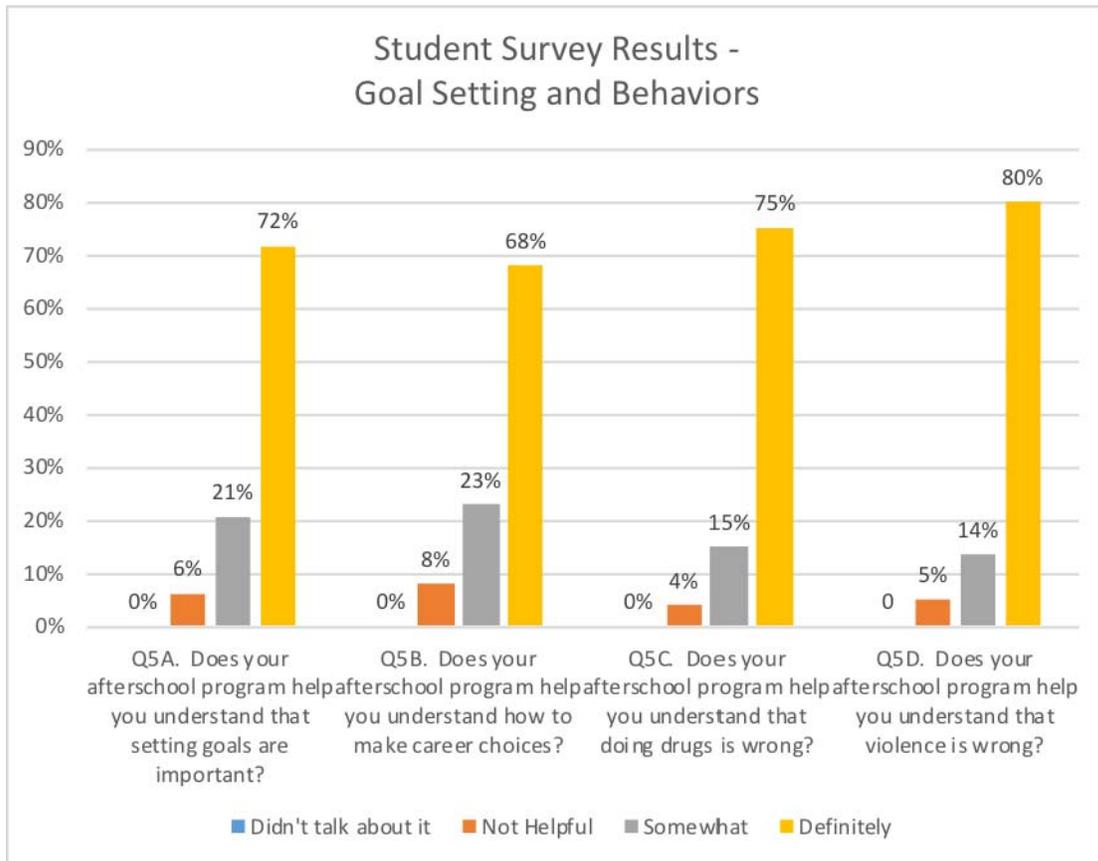


Figure 2. *Student satisfaction with programming regarding goals and behaviors.*

Additionally, students were asked who they would be with if they were not in the program. The most common answers were with friends (47%), alone (40%), and with an adult (39%). When asked what they would be doing if not in the program, the most frequent responses were that they would be hanging out with friends (64%), engaging in entertainment activities (60%), or studying and doing homework (44%).

**Parent survey findings.** One hundred and fifty-four parents from HEA (n= 73) and JMMA (n = 81) completed the 21<sup>st</sup> CCLC survey about the Program activities, staff interaction, environment, and academic and social impact on his/her child. The survey was available in both English and Spanish. Parents rated their satisfaction using a 5-point Likert scale ranging from 5 = very satisfied to 1 = very unsatisfied. Survey items that were not applicable were identified with a 0. Overwhelming parent responses (99%) ranged from very satisfied to satisfied with the program as a whole indicating that they were pleased with the Program. The parents were very satisfied or satisfied with the staff's warmth and friendliness (99%); ability to work with their child (99%); and ability to relate to the parent (98%).

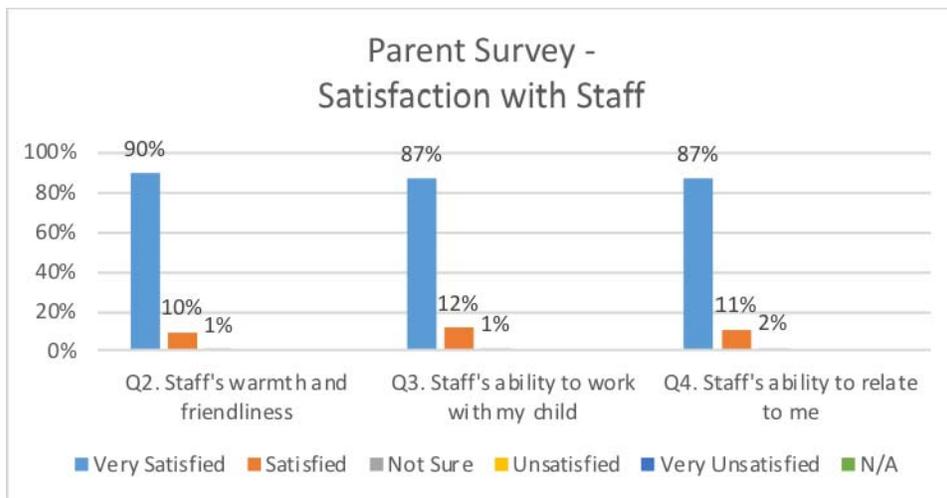


Figure 3. *Parent satisfaction survey results: Staff.*

In addition, 96% of the parent respondents were very satisfied or satisfied with how the program reaches out to parents. Ninety-one percent indicated they were satisfied with the improvement with homework completion their children demonstrated; and 91% indicated they were satisfied with the improvement in academic performance their students have made.

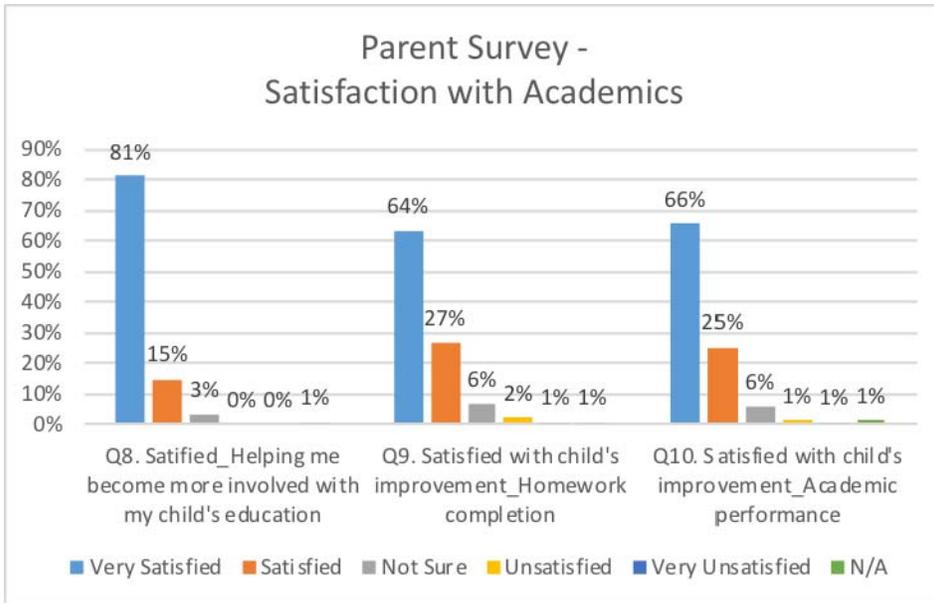


Figure 4. Parent satisfaction survey results: Academics.

The parents reported being very satisfied or satisfied (92%) with the variety of activities the program provided to their children. The parents were also very satisfied or satisfied with program safety (93%) and their child’s satisfaction with the program (95%).

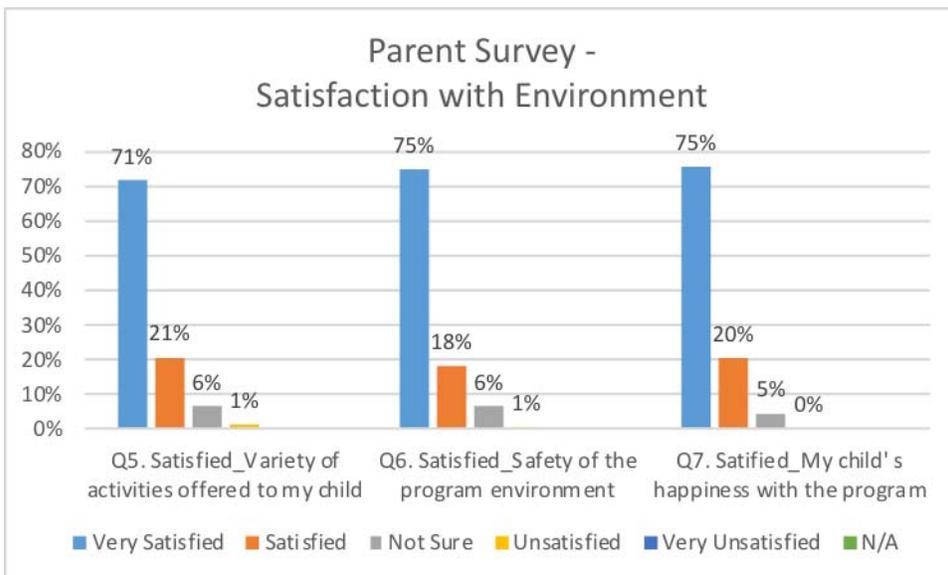


Figure 5. Parent satisfaction survey results: Environment.

Parents also indicated that they were very satisfied or satisfied with their child's improvement in getting along with others (97%) and staying out of trouble (98%).

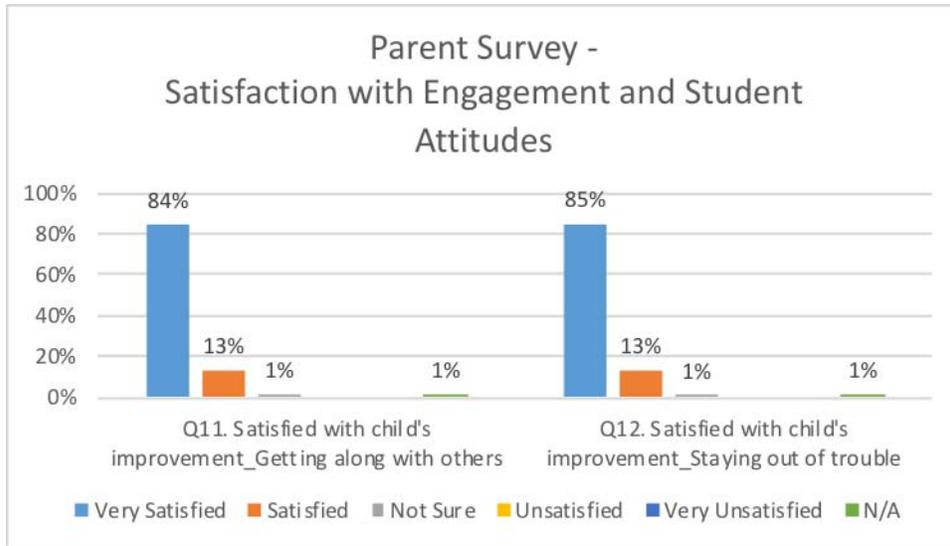


Figure 6. *Parent satisfaction results: Engagement and student attitudes.*

The one area where parents were less satisfied was homework completion (89%). These responses were corroborated in the open-ended questions where the most frequent recommendations given were about a desire for increased time for homework. Nonetheless, 96% of the parents responded that they would enroll their child again in the program.

**Teacher survey findings.** Regular day classroom teachers completed surveys providing feedback on participants' academic and social performance in school. Two hundred and five surveys were returned. The teachers taught math or English at one of the two school sites, HEA or JMMA. In some cases the same classroom teacher completed the survey on two or more students depending on how many of the AA participants were in his/her class.

Teachers were asked twelve questions about their specific students. Their responses ranged from 4 = Did not need improvement to 1 = Declined. Survey items related to academics, student behavior, and student engagement, self-efficacy, and parent involvement. As depicted in **Error! Reference source not found.7**, overall, teachers rated students as improving on items related to academics.

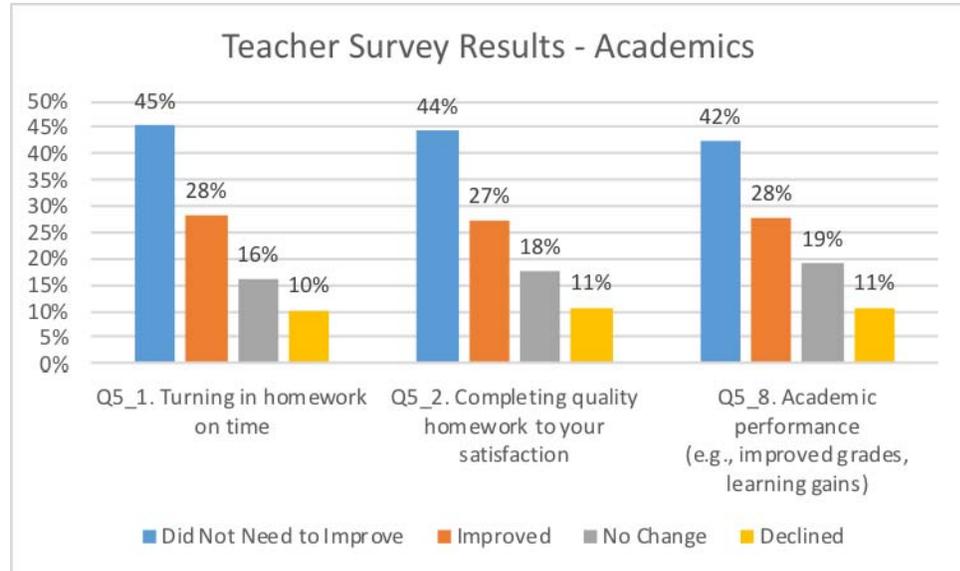


Figure 7. *Teacher survey results: Academics.*

When disaggregating the results for each location, the percentage of teachers who reported improvement for questions Q5\_ 1 through 5\_12 was slightly more for students attending the program at JMMA than at HEA. Greater improvement was reported for students at HEA for questions Q5\_1 and Q5\_12.

In terms of behaviors exhibited in the classroom (e.g., paying attention (26%), being attentive in class (28%), and behaving in class (22%)), teachers reported improvements at both locations equally. Teachers also indicated there was a slight improvement in attending class regularly (17%), but also indicated there was not much need for improvement as most participants already attended class regularly.

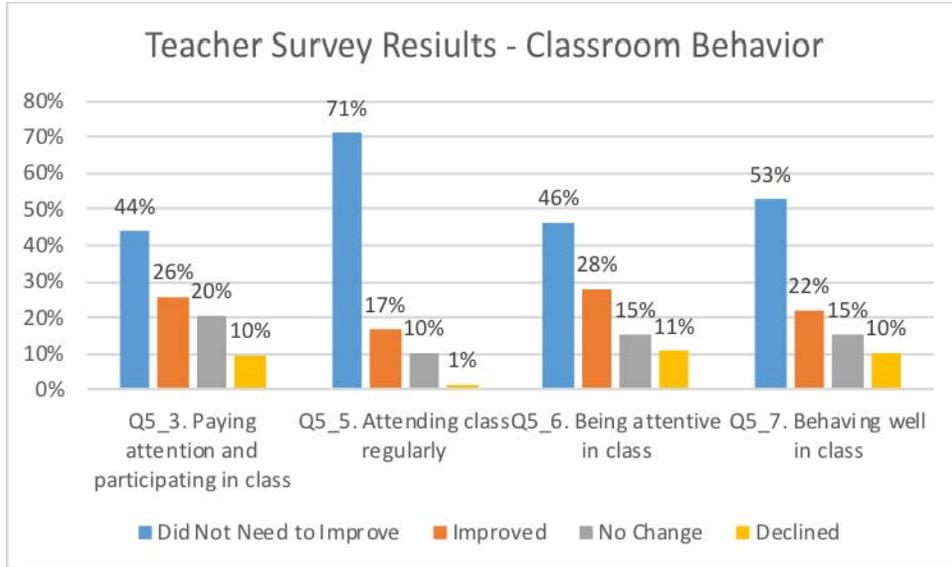


Figure 8. *Teacher survey results: Classroom behaviors.*

Finally, teachers rated their students on engagement in non-required activities (22%), coming to school motivated to learn (21%), getting along with others (21%) and self-efficacy (27%) in terms of improvements throughout the year. They also rated improvement in parents' interests and involvement in their child's schooling (17%) as 58% of the teachers felt the parents did not need to improve in their interest and involvement in their child's education.

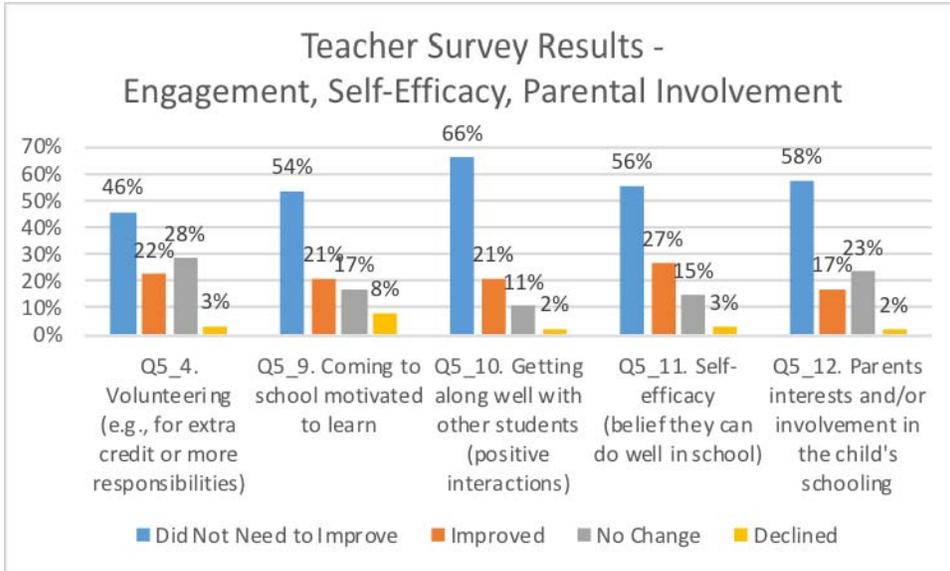


Figure 9. *Teacher survey results: Engagement, self-efficacy, and parental involvement.*

In sum, the findings from the 21<sup>st</sup> CCLC student, parent, and teacher surveys suggest that overall the Program stakeholders are very satisfied with the Program and they perceive a positive impact of the Program on the students and their families.

### 5.5 Student Success Snapshot

The student success snapshot is about a Hispanic female student who has been continuously enrolled in the program at JMMA since 6<sup>th</sup> grade. In June 2018, she successfully completed 11<sup>th</sup> grade and will start 12<sup>th</sup> grade fall 2018. This student has participated in both the summer camp and afterschool programs. Both she and her mother are members of the AA Advisory Board. Their contributions on the Board have been invaluable, particularly suggestions for improving enrichment classes for the summer camp offerings. This student has always been very involved in the Program. She loves to help her peers. Once she is done with her homework, she lends a hand to help those around her. Staff and teachers truly enjoy having her in the program.

### 5.6 Overall Findings for Each Objective

The status for each objective is presented in Table 26 according to the objectives as approved by the FDOE. There are no star ratings for science standardized tests since these data were not available.

Table 26

*Objective Status and Star Ratings for Each Objective*

Objective		Benchmark	% who Met Benchmark	Stars Achieved (Objective Status)
English / Language Arts	1.1 - Report Card Grades – Middle school	70%	60%	★★★★
	2.1 - Florida State Assessments – Middle school	80%	70%	★★★★
	1.1 - Report Card Grades – High school	70%	77%	★★★★★

Objective		Benchmark	% who Met Benchmark	Stars Achieved (Objective Status)
<b>Math</b>	2.1 – Florida State Assessments – High school	80%	71%	★★★★
	1.2 – Report Card Grades – Middle school	70%	60%	★★★★
	2.2 – Florida State Assessments – Middle school	75%	80%	★★★★★
	1.2 – Report Card Grades – High school	70%	55%	★★★
	2.2 – Florida State Assessments – High school	75%	75%	★★★★★
<b>Science</b>	1.3 – Report Card Grades – Middle school	70%	64%	★★★★
	2.3 – Florida State Assessments – Middle school	55%	94%	★★★★★
	1.3 – Report Card Grades – High school	70%	68%	★★★★
	2.3 – Florida State Assessments - High school	55%	--	--
<b>Personal Enrichment</b>	3 – PACER Assessments – Middle school	80%	100%	★★★★★
	3 – PACER Assessments – High school	80%	100%	★★★★★
<b>College Career Readiness</b>	4 – College prep pre/post tests – Middle school	80%	86%	★★★★★
	4 – College prep pre/post tests – High school	80%	60%	★★★
<b>Member Participation</b>	5 - Pre-post assessment Middle School	80%	100%	★★★★★

Objective	Benchmark	% who Met Benchmark	Stars Achieved (Objective Status)
5 - Pre-Post Assessment			
High school		80%	100%
			★★★★★

\* Star Ratings

★★★ = Approaching Benchmark

★★★★ = Meaningful Progress

★★★★★ = Meets or Exceeds Benchmark

### Academic Outcome Status

An analysis of the academic outcomes for AA regularly participating students indicated that overall high school students performed better than middle school students on report card grades in English and science. Middle school students received four stars in English language arts/writing, three stars in math, and four stars in science whereas high school students received five stars in English language arts/writing, three stars in math, and five stars in science.

It is important to note that report card grades are a subjective measure of students' performance in the classroom during the regular day determined by the classroom teacher. The language arts report card grade may measure many skills and diverse areas of knowledge, in addition, possibly but not necessarily, to reading comprehension and reading fluency skills. Such a broad measure as a language arts report card grade is probably not the best measure, however, or an accurate measure of students' reading comprehension and fluency abilities. Similarly, the mathematics and science report card grades are the regular classroom teacher's assessment of the students' performance. These grades, however, may not accurately reflect the academic content that is addressed in the afterschool program.

Furthermore, there is not a direct causal correlation between the scores on the Florida Standard Assessments and participation in the AA program because of many confounding variables. While skill development in the areas of literacy, mathematics, and science in the afterschool program may build skills and knowledge, and over time positively impact school performance, it is difficult to ascertain with confidence that this work has a direct and causal relationship on performance in the school classroom as reflected in report card grades and standardized tests. *Measured academic objectives indicate that the objectives met or exceeded or made meaningful progress toward the benchmark except in math.*

#### **Personal Enrichment Outcome Status**

The fitness objective measured by the Progressive Aerobic Cardiovascular Endurance Run (PACER), that provides data on participants' physical fitness pre, mid, and post-assessments, resulted in a five-star rating. Students' regular participation in the SPARKS physical fitness activities that are an integral part of the afterschool program. *All measured personal enrichment objectives indicate that the objectives met or exceeded the benchmark.*

#### **Dropout Prevention and College / Career Readiness Outcome Status**

The Dropout Prevention and College / Career Readiness objective measured by pre-post tests for both middle and high school students indicated that all of the students had successfully met this objective. *All measured dropout prevention and college / career readiness objectives indicate that the objectives were met or exceeded that benchmark.*

#### **Adult Family Member Performance Outcome Status**

Adult family members participated in educational workshops. Assessment of their knowledge and skills revealed that all of the adult participants for both middle and high school students met or exceeded the benchmark. *All measured adult family member performance measures indicate that the objectives were met or exceeded the benchmark.*

## **6.0 Progress towards Sustainability**

### **6.1 Partners**

Table 27 provides the list of partnerships and subcontracts.

### **6.2 New Partners**

During this reporting period, the AA Program entered in new partnership to provide services during summer 2017. These include Nuria Camino and Nick Mastrovito who taught music lessons. Furthermore, Yanet Sonora Duran was contracted to assist youth with disabilities and facilitated their participation in program activities.

### **6.3 Partner Upkeep**

AA directors and staff worked diligently to maintain existing partnerships with M-DCPS, HEA, the City of Hialeah, and the Village Youth Services, Inc. All of whom contribute significantly to the functioning of the Program.

### **6.4 Partner Contributions**

The AA staff has been working in collaboration with numerous partners to establish strong collaborations that will enhance the quality of services and ensure the sustainability of the Project.

The AA Program counts on the support of the Miami-Dade County Public Schools through its contribution of the use of the facilities at JMMA. This contribution includes the use computers, maintenance staff, and office equipment as well as the classrooms to implement the Program. This contribution is valued at \$93,073.00. Furthermore, the school district provides snacks for participating students during the afterschool program. This contribution is valued at \$16,095.00.

AA has also partnered with Village Youth Services, Inc., to provide nutritious meals to participating students enrolled in the summer program. The meals are valued at \$21,712.00.

The AA Program is supported by the City of Hialeah through the use of the facilities at HEA. The site is used during afterschool and summer camp offerings. This support includes use of classrooms, computers, and office equipment. Maintenance staff help keep the facilities safe and clean. This contribution is valued at \$59,604.00.

The City of Hialeah provides facilities and the use of its Cultural Arts Theater for program special events and maintenance of pools for project participants. This contribution is valued at \$6,500.00. Furthermore, the commitment of the City of Hialeah is evident by the contributions of the Communications and Special Events Office to support the Program through publicity campaigns, website announcements, consumables, and office equipment use valued at \$3,000.00. The City also provided enrichment activities to develop tennis skills and support the fitness objective by provided \$1,800.00 for a subcontractor.

Subcontractors who support essential components of the program include the external evaluator, Dr. Oneyda Paneque. Academic curricular support is provided by Mind Lab whereas curricular support of health and fitness activities as well as staff training is provided by the Alliance of Healthier Generation – HOST Initiative. Other subcontractors assist in providing support for students with disabilities and music instruction during the summer program.

The AA Program of the City of Hialeah will continue its relationships with current partners while looking for venues to extend their contributions of goods and

services. Additionally, they will seek partnerships with new community-based organizations and additional providers. They will explore additional grants and other funding sources to enhance the programs for the youth of the City.

Table 27

*Partners and Sub-Contractors*

Agency Name	Type of organization	Sub-contractor (Yes/No)	Estimated value (\$) of contributions	Estimated value (\$) of sub-contract	Type of service provided
M-DCPS, JMMA	School district	No	\$93,073.00		Provide one site location for afterschool program, use of computers, maintenance staff, classrooms, and office equipment
HEA	Charter school	No	\$59,604.00		Provide one site location for afterschool and summer camp program, use of computers, maintenance staff, classrooms, and office equipment
M-DCPS Department of Food and Nutrition	School district	No	\$16,095.00		Provide healthy nutritional snacks to participating students
Hialeah Office of Communications and Special Events	CBO	No	\$3,000.00		Provide support of program, publicity, website, consumables and office equipment use
Hialeah, Parks and Recreation Dept.	PRD	No	\$6,500.00		Provide facilities for pools and Cultural Arts Theater for special events
Hialeah, Parks and Recreation Dept.	PRD	Yes	\$1,800.00		Provide enrichment activities to develop tennis skills and support fitness objective.
Village Youth Services	CBO	No	\$21,712.00		Provide nutritious meals during summer program
Alliance for	NPOO	No	\$325.00		Provide resources for health and fitness activities as

Agency Name	Type of organization	Sub-contractor (Yes/No)	Estimated value (\$) of contributions	Estimated value (\$) of sub-contract	Type of service provided
Healthier Generation					well as staff trainings.
Oneyda Paneque	Other	Yes		\$6,412.00	Provide evaluation services to Program.
Mind Lab South Florida LLC	Other	Yes		\$11,200.00	Provide educational enrichment classes and curriculum/class instructor/materials.
Common Threads	Other	Yes		\$4,008.00	Provides nutrition education classes along with curriculum/class instructor/materials during summer program.
Nuria Camino	Other	Yes		\$1,900.00	Provide voice and piano instruction to summer program participants
Nick Mastrovito	Other	Yes		\$1,900.00	Provide guitar instruction to summer participants
Luz Torres	Other	Yes		\$4,500.00	Assist youth with disabilities regarding mobility issues, learning/behavior modification, parent consultations
Yanet Sonora Duran	Other	Yes		\$4,500.00	Assist youth with disabilities regarding mobility issues, learning/behavior modification, parent consultations

## **7.0 Lessons Learned and Recommendations**

### **Overall Assessment**

The initial Oral Reading Fluency (ORF) scores provided a baseline upon which homework help and lesson plans could be grounded. The improvement in ORF scores, even in such a brief time, serves as a concrete measure of individual growth for students and reminder of the importance of silent and oral reading practice to continue to develop reading skills. Report card grades for each of the subject areas indicate improvement and may have been impacted by the encouragement and homework help received by Program students.

The PACER assessment results indicated that all regularly participating students met the benchmark for improving their physical fitness scores. Students enjoy the physical activity after school and benefit from the individual and team sports and activities to build skills, tone muscle, and engage in cardio workouts.

Results from student, parent, and teacher surveys indicate that the program is valued and contributes to students' well-being, academic success, and safety. Overall, the combination of homework help, academic skill reinforcement and development, and physical fitness activities in an afterschool program for middle and high school youth provides a productive and safe environment that contributes to students' academic success and safety

### **Lessons Learned**

The biggest challenge for the Program in this fourth year was making adjustments due to the budget cuts because the enrollment goals were not met in the first year when

the program began in November 2014. In spite of the reduced funds, the AA Project staff worked diligently to recruit and retain students in the program while offering a high quality program.

### **Recommended Changes**

Recommended changes to objectives, programming, data collection and evaluation approaches are summarized in Table 28 below. Program staff determined that no significant programming changes are necessary as they move into Year 5.

**Academic objective changes.** No changes to programming are recommended by program staff. Although the focus of the 2017-2018 program year 21<sup>st</sup> CCLC RFA instructions emphasize the use of report card grades and FSA data, it is recommended that the Program continue to collect data from program-specific pre- and post-tests, the PBL rubric, and the ORF scores as part of the assessment of the program and student progress.

While the two 21<sup>st</sup> CCLC standardized academic assessments for the next reporting period are report card grades and FSA results, the program evaluators and Program staff agree and recommend the continuation of collection, analysis, and reporting of the Academic Achievers-specific data that can be directly related to the program curriculum. It is recommended that the pre-and post-tests be administered and the data from these recorded and analyzed as these measures not only document student knowledge and skill development and growth, but also assist in ascertaining if and to what extent the Program curriculum is effective and/ or has an impact on student learning. Similarly, the PBL rubrics should be aligned to Florida Standards and have common elements for each PBL lesson. These rubrics should be used to assess

individual and group products and performances, and not eliminated as a data source for Program evaluation. Finally, reading instruction and exposure to a variety of types of literature and reading material as part of the PBL lessons or skill practice, the ORF assessments should continue to be administered and analyzed. If that is the case, it would be beneficial for either students or program staff to at least informally record the amount of time students are engaged in individual or group reading activities.

**Personal Enrichment objective changes.** The Personal Enrichment outcomes focus on fitness and nutrition. Results on the PACER indicate that the students have exceeded the 80% target. Additionally, enrichment activities that promote fitness engage the students in promoting a healthy lifestyle. One suggestion is to revise the assessment tool used by Common Threads to better reflect the content of the nutritional course to include knowledge, skills, and attitudes associated with a healthy eating and behaviors.

**Adult family performance objective changes.** Adult family performance outcomes refer to family member participation in educational workshops designed to assist families in supporting their child's academic and social development. This year's results indicate that adult family members are successfully learning about the different topics presented. One suggestion is to vary the topics to encourage more adult participation and maintain them engaged and motivated in activities.

Objective and data collection /evaluation changes as recommended by Program staff and reported in the Objective Assessment Data Collection and Reporting Tool: End of Year Data Collection tab are summarized in Table 28.

Table 28

*Changes to Objectives and Data Collection*

Domain	Objective	% who Met Benchmark	Stars Achieved (Objective Status)	Objective Changes	Data Collection /Evaluation Changes
<b>English Language Arts / Writing</b>	1.1 - Report Card Grades – Middle school	60%	★★★★	None	None
	2.1 - Florida State Assessments – Middle school	70%	★★★★	None	None
	1.1 - Report Card Grades – High school	77%	★★★★★	None	None.
	2.1 – Florida State Assessments – High school	71%	★★★★	None	None.
<b>Math</b>	1.2 – Report Card Grades – Middle school	60%	★★★★	None	None
	2.2 – Florida State Assessments – Middle school	80%	★★★★★	None	None
	1.2 – Report Card Grades – High school	55%	★★★	None	None.
	2.2 – Florida State Assessments – High school	75%	★★★★★	None	None.

Domain	Objective	% who Met Benchmark	Stars Achieved (Objective Status)	Objective Changes	Data Collection /Evaluation Changes
<b>Science</b>	1.3 – Report Card Grades – Middle school	64%	★★★★	None	None
	2.3 – Florida State Assessments – Middle school	94%	★★★★★	None	None
	1.3 – Report Card Grades – High school	68%	★★★★	None	None.
	2.3 – Florida State Assessments - High school	--	--	None	None.
<b>Personal Enrichment</b>	3 – PACER Assessment – Middle school	100%	★★★★★	None	None
	3 – PACER Assessment – High school	100%	★★★★★	None	None
<b>College /Career Readiness</b>	4 – College prep pre/post tests – Middle school	86%	★★★★★	None	None
	4 – College prep pre/post tests – High school	60%	★★★	None	None
<b>Adult Family Member Performance</b>	5 - Pre-post assessment Middle School	100%	★★★★★	None	None
	5 - Pre-Post Assessment High school	100%	★★★★★	None	None